DOCUMENT RESUME

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IDENTIFIERS	*New Brunswick

ABSTRACT

These minutes summarize the New Brunswick Forum for Action on Leadership in Career Development, which was the third in a series of provincial forums being conducted throughout Canada to stimulate dialogue among a spectrum of labor market partners and develop an action plan to support career development in Canada's provinces. The following items are included: summaries of opening and closing comments and forum objectives; list of key questions for forum deliberations; and background information on the five forum issues (leadership and standards; coherence in the delivery system; outcomes, evaluation, and accountability; training for practitioners; and professional and technical support). Also included are summaries of the following working group presentations: "Leadership and Standards" (Keith Helmuth, presenter); Working Group 2A "Coherence in the Delivery System" (Humphrey Sheehan, presenter); Working Group 2B "Coherence in the Delivery System" (Claire LePage, presenter); and "Outcomes, Evaluation and Accountability" (Joan Green, presenter). Appendixes constituting approximately 90% of the document contain the following: forum agenda; overhead transparency masters; handouts; descriptions of initiatives underway or planned in New Brunswick in relation to the forum issues; flipchart notes from the forum working groups; and lists of participants and mailing addresses of all forum participants and invitees. The French version is included. (MN)

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New Brunswick
Labour Force
Development Board

Forum for Action on Leadership in Career Development

ED 386 532

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Forum for Action on Leadership in Career Development

June 1995

New Brunswick Labour Force Development Board

MISSION

The New Brunswick Labour Force Development Board will play a strong leadership role in the development of a skilled labour force in the province. In doing so it will: help young people and adults to realize their full labour force potential; increase the productivity of New Brunswick companies; and lead to a high standard of living for workers within an enhanced provincial economy.

MANDATE

The mandate of the New Brunswick Labour Force Development Board is to provide strategic direction in the development and implementation of a private sector labour force development strategy in New Brunswick.

BOARD COMPOSITION

There are seats designated for business, labour, educators, aboriginals, disabled, visible minorities, women and government (federal and provincial).

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New Brunswick
Labour Force
Development Board

Commission de mise en
valeur de la main-d'oeuvre
du Nouveau-Brunswick

June 1, 1995

To: **All Participants and Invitees - New Brunswick Forum for Action on Leadership in Career Development - March 27, 1995**

Dear Colleagues,

It is with pleasure that we provide you (enclosed) with the Minutes of the ***Forum for Action on Leadership in Career Development***.

To those of you who attended, we would like to express our thanks for your participation in the session. We sincerely appreciate the quality of your contributions, and hope that you will find the enclosed minutes to be an accurate and appropriate summary of the session. As you know, it is always a significant challenge to try to capture the essence of such a full day, and to provide sufficient detail for later reference, while keeping the document to a manageable number of pages. We welcome any comments or suggestions you may have about the minutes or the Forum itself.

To those of you who were unable to attend, we hope that the minutes will give you a good sense of what transpired through the day, and provide sufficient background to stimulate your interest in participating in future activities.

Highlights of the Forum will be presented at the June 1995 meeting of the New Brunswick Labour Force Development Board, where we will begin exploring next steps that the Board would like to initiate. We will advise you of our plans.

You will note that among the enclosed materials is a full list of participants and invitees, including phone and fax numbers. Given that many of you commented on the value of meeting and exchanging information and ideas with others involved in related activities, we encourage you to initiate further contacts, on a formal or informal basis.

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As mentioned during our March 27th session, the Canadian Guidance and Counselling Foundation (CGCF) will be preparing a consolidated summary of the four provincial Forums, and this document will be shared with you. Further steps will then be initiated within the province of New Brunswick, in other provinces, and by CGCF nationally, to continue dialogue and action on these important issues.

We would also like to express our thanks to the CLFDB for co-sponsoring this important event. This Forum has been, we hope, just a beginning. The time appears to be ripe, provincially and nationally, for some significant new movement in the field of career development. It was clear from the Forum that — in terms of existing initiatives, the common ground among participants on the kind of directions needed, and the ideas and motivation across a wide range of partners — the province has much to build on. We look forward to next steps.

In the meantime, as you reflect on the minutes, the Forum discussions, and the next steps needed, the NBLFDB would be pleased to hear from you. Also, please feel free to contact CGCF or the CLFDB for further information on their resources and initiatives.

Sincerely,

Lynne Bezanson

Lynne Bezanson
Executive Director,
Canadian Guidance and
Counselling Foundation

Henry Cowan
NB Labour Force
Development Board

Bill Dixon
NB Labour Force
Development Board

Forum for Action on Leadership in Career Development

New Brunswick Labour Force Development Board
Canadian Labour Force Development Board
Canadian Guidance and Counselling Foundation

March 27, 1995
Wu Centre, University of New Brunswick
Fredericton, New Brunswick

MINUTES

1. Opening Comments - New Brunswick Labour Force Development Board

John McEwen, Labour Co-Chair of the New Brunswick Labour Force Development Board (NBLFDB), on behalf of himself and Business Co-Chair, Harry Evans, thanked participants for coming and welcomed them to the session. He challenged the group to come up with concrete resolutions dealing with career development programs, rather than more policy statements.

Henry Cowan and Bill Dixon, on behalf of the Education and Training Committee of the NBLFDB, welcomed the group. They expressed the interest of the NBLFDB in considering some role that it might play in advancing the ideas presented today. They then introduced the facilitators for the day.

2. Objectives

Facilitators Lynne Bezanson, Executive Director of the Canadian Guidance and Counselling Foundation (CGCF), and Valerie Ward, Senior Consultant, CGCF, introduced themselves and welcomed the group to the Forum, the third in a series of provincial forums being co-hosted by the Canadian Labour Force Development Board (CLFDB), provincial Labour Force Development Boards, and the CGCF. The first two forums—in St. John's, Newfoundland, at the end of January, and in Halifax, Nova Scotia on March 1, 1995—were very productive sessions. Each stimulated important dialogue among a spectrum of labour market partners, and formed some strong beginnings of an action plan to support career development in the province. A similar session is planned for Saskatchewan later this week. One or two others may follow later. After the fourth forum (end of March), we will be pausing to reflect on the results of the Forums to date. What we have in mind is the preparation of a "Vision Paper" that pulls together and synthesizes all the ideas that emerge from the Forums. This Vision Paper will be shared with all the players. Other follow-up activities are very likely to result as well.

Other facilitators for Working Group sessions were also introduced—Pat Flanagan, Executive Director, NBLFDB, Robert Goguen of the Work/Life Development Centre at Memramcook Institute and Bonnie Shiell of the Canadian Labour Force Development Board.

Valerie then outlined the objectives and key questions to be addressed over the course of the day.

Objectives:

1) to exchange information on initiatives underway or planned which respond to each issue
2) to consider the impact of each issue and its importance/urgency in meeting career development needs in the province
3) to dialogue and problem-solve on alternative action strategies for each issue
4) to expand the network of career and employment counselling and other labour market partners
5) to agree on the beginnings of an expanded action strategy for strengthening career development services.

As a guiding focus for our discussions, these objectives translate into the following key questions.

Key Questions for Forum Deliberations:

1) What provincial initiatives are already underway or planned in relation to each issue?
2) What else still needs to be done?
3) What alternatives make sense and could be implemented in the province?
4) What activities could be undertaken through existing partnerships? new partnerships?
5) What actions should be undertaken now by labour market partners?
6) What supports are needed from whom to carry these out?

Valerie then reviewed the Agenda for the day (see Appendix A). She then did a brief walk-through of the binder, which synthesizes the **Issues Paper** into key points (each of the boxes being a mini-overhead), with sections on Background, on each of the five Issues, and on Conclusions. The blank space on the right hand side of pages is for each person to keep their own notes on points made, relevant provincial initiatives, thoughts and ideas that come up through the day. Participants were invited to "make the book their own" today, as well as after the session. With this binder—and the set of materials for small group discussion being given out at the end of the day—each participant will have a full set of materials that can be used to conduct similar sessions in their own arenas. That way we can expand even further the network of people reflecting on and contributing to provincial leadership in career development.

Participants (see Appendix F) were then invited to introduce themselves, stating the organization they represent and saying something about their own interest in the subject of career development leadership and/or priorities that they would like to see addressed during the session.

3. Background and Overview of Five Issues

Lynne then did a brief presentation of a framework for **understanding career development**, to help ensure that we are all "reading from the same page".

Career development *is understood as a* ***developmental process*** *experienced by all individuals (as opposed to something only needed by those who are "in trouble"), that can be supported and facilitated through education as well as a range of services that may be accessed through the lifespan. We can think of career development as including three main phases, that we may cycle through a number of times over the course of our lives. These phases are* ***Self-Awareness/ Preparation, Opportunity Awareness****, and* ***Decision and Transition Learning****. Each phase can be considered on a continuum that evolves from youth through adulthood.*

In the ***Self-Awareness/Preparation*** *phase, one identifies personal values, strengths, potential and aspirations. The skills that are acquired in this phase are used throughout our lives and translate over time into skills to maintain a positive self-concept. One also learns during Preparation, the skills to study, organize, plan, manage time and set goals, which, in adulthood, evolve into skills to interact effectively with others and an ability to reflect on the impact of work on individual and and family life and to continued effort to seek optimum balance between work and other life roles.*

Opportunity Awareness *relates to the external environment within which our decisions must be situated. Valuable skills that ideally are learned by youth in this area include understanding issues and trends that affect education/training and employment opportunities, learning respect for work of all kinds, and learning about* *the range of opportunities and how to access them. Over the course of our adult lives, these translate into skills to locate, evaluate and interpret career information, skills to analyze and recognize opportunity structures, and the skills of educational and occupational exploration, as well as the skills to succeed in education or training pursuits.*

***Decision and Transition Learning**, for youth, includes the ability to identify skills taught in school subjects which are transferable to further learning and employment, developing action plans to accomplish learning goals, and developing skills to cope with the unexpected. As adults, we need related skills over time in career planning and decision-making, seeking and maintaining jobs, making career transitions, and skills to participate in lifelong learning.*

Lynne explained that the Issues Paper defines Career Development as an umbrella term which encompasses several specialties. Under the umbrella are:

- *Career Education* - usually delivered in schools and post-secondary institutions.
- *Career Counselling* - usually practised and available from community agencies and private practitioners. Tends to cover all phases of career development.
- *Employment Counselling* - usually practised and available from Canada Employment Centres and provincial employment agencies.

Lynne went on to outline the very positive context in Canada at present for examining career development issues and strategies. For educators, counsellors and others involved in delivering career education and career development services, we are now very fortunate in having a wealth of quality Canadian resources that never existed before. Thanks in large part to the leadership of Human Resources Development Canada, there have been four main initiatives that have significantly enhanced our capacity to respond to the career development needs of Canadians:

- **CAMCRY** (the Creation and Mobilization of Counselling Resources for Youth), the research and development initiative managed by CGCF with a range of partners and contributors, resulted in an abundance of well-tested, innovative, quality programs to support the career development of youth and the training of practitioners. These include a full spectrum of programs, curricula, training and tools.
- The **Stay-in-School** initiative made a significant impact in terms of public awareness, mobilized a wide range of stakeholders to get involved in helping youth to stay in school, and, in the latter phases, also produced a number of valuable program resources, that complement the resources of CAMCRY and can be used in variety of settings to encourage youth to keep learning and to support their career development.

- The **Canada Career Information Partnership** is another valuable initiative that, for the first time, had a range of provincial partners collaborating to produce a shared career information resource, the *Prospects* tabloid, which has now evolved into another collaborative project, the refinement and widespread field testing of a career education resource for grade 7 students called *The Real Game.*

- Finally, the **CLFDB** (Canadian Labour Force Development Board) has made a number of significant contributions, notably the *Survey of Career and Employment Counselling in Canada* done jointly with CGCF, that gives us a database we have never before had on "the state of the field". Recommendations from the Survey have stimulated dialogue and action among a range of labour market partners and have resulted, among other things, in this and other *Forums for Action on Leadership in Career Development.*

Lynne then presented a synthesis of the five issues discussed in the Issues Paper (see Appendix B). A rating sheet was distributed (see Appendix C), where participants were asked, during the presentation, to think about which of these issues is of highest priority to their organization, as a basis for selecting which Working Group they would like to join later in the day.

4. Initiatives Underway or Planned in New Brunswick in Relation to Each Issue

The group was then asked to name any initiatives underway or planned in the province that address each of the five issues. The group brainstormed initiatives that fit as components of a positive response/strategy in relation to each issue. These were noted on flipchart sheets that were posted for each issue (see Appendix D).

Lunch (12:15-1:15)

5. Selection of Issues for Working Group Discussion

Participants were then referred back to the sheet where they priorized issues and were invited to consider which of the issues they would like to discuss in Working Groups. The following Working Groups were formed:

- Working Group 1 would discuss **Issue 1, Leadership and Standards**, facilitated by Lynne Bezanson.

- Working Groups 2A and 2B would each address **Issue 2, Coherence in the Delivery System**, one (2A) facilitated by Valerie Ward and one (2B) by Robert Goguen.

- Working Group 3 would address **Issue 3, Evaluation**, facilitated by Bonnie Shiell and Pat Flanagan.

6. Working Groups

Taking the flipchart pages listing provincial initiatives related to their topic(s), each Working Group met for about 75 minutes to address the following questions:

1. *Brainstorm responses to the following:*
   If we had no constraints (financial or other) and could effectively address this issue in the province, what would be some elements we would want to put in place? (Generate a list of ideas without evaluating them).
2. *Looking collectively at the elements generated, have the group paint a picture of the ideal response to the issue within the province.*
3. *Using information covered earlier on initiatives currently underway or planned within the province, which provincial initiatives (underway or planned) are a good fit with the picture generated under Question #2 above?*
4. *Where are the voids? Identify and list them.*
5. *What could be done to move closer to the ideal picture? Brainstorm potential action steps.*
6. *Reach agreement on at least three things which could be undertaken now to move closer to the picture.*
7. *Beside each of the actions identified in #6, list any supports/supporters needed to help ensure success.*

Each group was asked to take flipchart notes of their discussions, and appoint a presenter to convey the highlights of working group discussion in the plenary. Flipchart notes generated in each Working Group are summarized in Appendix E.

7. Working Group Presentations to Plenary

A presenter from each group outlined the key issues discussed (see Appendix E for details) and actions recommended by their working group, as follows.

a) Working Group 1 - Leadership and Standards (Issue 1) - Keith Helmuth, presenter

Actions Recommended:

1) Establish concrete follow-up to this forum to further elaborate and firm up an action plan; it was strongly suggested that NBLFDB take leadership in organizing this.

2) Distribute Forum outcomes and consolidation to senior policy-makers, and ask for a response (CGCF and NBLFDB); think through a communications strategy, include face-to-face follow-up with policy makers, if possible. Important to get the outcomes on the policy agenda of senior managers.

3) Support for the need for an "Advocacy Group" to give a strong and collective voice to career development in the province. "Consider" Work and Learning Network (WLN) as a beginning to look at Advocacy Group - WLN would need to be expanded to include community (it was recommended that, to be successful, a small amount of funding should be sought to hire a part-time person to organize the group) - could link to Item 2 above.

b) Working Group 2A - Coherence in the Delivery System (Issue 2) - Humphrey Sheehan, presenter

Actions Recommended:

1) Continue to support/promote/inform people about the national labour market database/network (career/labour market/training information will all be on the system).

2) Analyze duplications/gaps in order to recommend strategies to better "rationalize" services.

3) NBLFDB to examine the feasibility of initiating a study of service delivery models in consultation with all stakeholders - mandate could be given from Board to PEOC (Education Reference Group).

4) Pilot test the models.

c) Working Group 2B - Coherence in the Delivery System (Issue 2) - Claire LePage, presenter

Actions Recommended:

1) A facilitating agency (affectionately called the "Career Goddess") is needed to show leadership, to bring all partners together.

2) Access to information/labour market providers/practitioners/services/funders is critical.

3) Key to any change in services is ensuring that they are CONSUMER-FOCUSED.

Supports needed:

1) For the facilitating agency/"Career Goddess":

   Supports:
   - $$
   - structure - CLFDB/NBLFDB
   - lobby or advocate for reallocation of present resources
   - tailored to N.B., i.e., rural-urban, French-English
   - look at models, e.g., Access Centres, N.B. Works
   - continue regional dialogue started in this Forum

2) For access to information:
   - labour market
   - providers
   - practitioners
   - services/programs
   - funders

   Supports:
   - $$
   - labour market/career information - clearinghouse
   - providers/practitioners identified - who, what, how (expertise)
   - information directory on programs/services - accessible
   - funders - federal/provincial/private/regional

d) Working Group 3 - Outcomes, Evaluation and Accountability (Issue 3) - Joan Green, presenter

Actions Recommended:

- Get input from front line service deliverers and consumers re: evaluation design

- Build consensus vision of career counselling, career development and career education:
  - what it is
  - what it can do; what it can't do

  Needs to be the basis of evaluation models.

- HRDC measurement and accountability model is a step in the right direction; need to look at how to broaden its application/applicability

- Province and HRDC - recommended both use the same evaluation methods, tools, measures; develop them jointly

8. Integration of Issues and Action Plan

In the final activity for the day, Valerie asked the group to reflect on the discussions and recommendations of working groups to see what overarching strategies were suggested. The following synthesis action plan was proposed by the group.

Synthesis Action Plan:

Main Steps:

1) NBLFDB - seen to be in a unique position to be proactive in continuing development of public education/career development culture; bringing needed groups together to maintain momentum.

2) Identify "the Career Goddess", i.e., the type of group and leader who will play role as catalyst. Career Development needs a core group to give it an influential voice. Among the needed elements:
   - visionary - build consensus vision (use common language - see Item 3 below)
   - empowerer

3) Common language - consistent common language (terminology) used by all when referring to career development, career education, career/employment counselling, etc. This is an important component in moving towards standards for the profession.

4) Increase collaboration:
   - CLFDB/NBLFDB
   - CGCF

   * Continue process started today in New Brunswick - **this is Step 1**:

   a) Synthesize today - consolidate, distribute to policy makers

   b) Secure commitment of NBLFDB to carry forward what started today

5) Maximize what we have now. The perception was that doing anything "new" is not essential right now; rather, the need is to make much better use of what exists and get the resources better known. Could be done through:
   - Directory of Services
   - Inventory and share innovations
   - Strategize

   The issue is more time than money, to get what now exists mobilized.

6) PEOC Committee and NBLFDB deliberate on summary of today - suggest action plan, including funding implications.

9. Closing

Participants were given a full set of handouts used during the day (see Appendix C) and invited to consider initiating meetings and dialogue in their own arenas around the same themes covered today, utilizing any resources from this session that may be useful.

Evaluation forms (see Appendix C) were distributed and completed by participants (a summary of evaluations is available on request from Patrick Flanagan at the NBLFDB).

The group was thanked for their active participation and commended for the excellent ideas for action that emerged from the session. CGCF will summarize flipchart notes and prepare minutes for distribution. Follow-up action will be planned with the NBLFDB. On behalf of the NBLFDB, Henry Cowan expressed appreciation to the group for the quality of their contributions during the day, and reiterated the commitment of the Board to following up on the session.

Minutes prepared by:

Valerie Ward, Senior Consultant
Canadian Guidance and Counselling Foundation

Forum for Action on Leadership in Career Development

New Brunswick Labour Force Development Board
Canadian Labour Force Development Board
Canadian Guidance and Counselling Foundation

March 27, 1995
Wu Centre, University of New Brunswick
Fredericton, New Brunswick

APPENDICES TO MINUTES

Appendix A - Agenda

Appendix B - Overheads

Appendix C - Handouts

Appendix D - Initiatives Underway or Planned in New Brunswick in Relation to Each Issue

Appendix E - Flipchart Notes from Working Groups

Appendix F - Participants

Appendix G - Mailing List (All Participants and Invitees)

APPENDIX A

FORUM FOR ACTION ON LEADERSHIP IN CAREER DEVELOPMENT

New Brunswick Labour Force Development Board
Canadian Labour Force Development Board
Canadian Guidance and Counselling Foundation

Wu Conference Centre, University of New Brunswick
Duffie Drive, Fredericton, New Brunswick

Monday, March 27, 1995 - 9:00 a.m. - 5:00 p.m.

Refreshments - 8:30 - 9:00 a.m.

Agenda

- Opening Comments and Introductions
  - NBLFDB and CLFDB
  - CGCF
  - Participants

- Background and Overview of Five Issues - CGCF

Break

- Filling in the Pieces - The New Brunswick Context
  - Initiatives underway or planned in New Brunswick in relation to each issue
  - Other issues?
  - Selecting Issues for Working Group Discussion

Lunch (12:15 - 1:15)

- Issues - Working Groups:
  - Leadership and Standards: Hallmarks for Quality Service
  - Coherece in the Delivery System: Meeting "Consumer Needs"
  - Outcomes, Evaluation and Accountability
  - Training for Practitioners: Putting the Pieces Together
  - Professional and Technical Support for Career Development Services
  - Other issues (if applicable)

- Working Group presentations to plenary; discussion

Break

- Integration of Issues

- Identification of themes and overarching strategies

- Next steps/action plans

- Closing

Appendix B

Overheads

OH A - 8

Leadership

- **Understanding** - What? Why? How? What for?
- **Valuing** - Service; Deliverers; Outcomes
- **Visioning**
  - Strengthen; Improve
  - Meet changing requirements: New concepts
- **Advocating** - Supports; Resources
- **Policies** - Operational Practices and Guidelines
- **Standards**
  - for delivery of CDS
  - for deliverers of CDS

OH A - 9

Career Development Leaders/Leadership needed in:

- Education
- Federal/Provincial Employment Departments
- Post-Secondary Education
- Social Services
- Rehabilitation
- Employers
- University/College Counsellor/Teacher Training
- Professional Associations

"Consumers" and the Delivery System

- Piecemeal
- Lacking coordination
- Exclusive
- Difficult to assess
- Difficult to access
- "Hoarding" mentality
  - Information
  - Programs
- Limited communication network

OH A - 11

Delivery System Menu

- Fundamental - Information and Assessment
- Developmental - Skill Acquisition
- Specialized - Problem-Resolution
- Self-Directed - Self-Help Resources
- Public Education - Instructional and Attitudinal

Delivery Systems

- Education
- Federal/Provincial Employment Departments
- Post-Secondary Education
- Social Services
- Rehabilitation
- Employers

Outcomes Framework

Learning Outcomes:

- Self-awareness
- Opportunity awareness
- Decision-making
- Self-management
- Transition Skills

Socio-economic/ Impact Outcomes:

- Participation rates
- Student/trainee achievement
- Entry to job growth areas
- Job search duration
- Job quality

OH A - 14

Outcomes Framework (cont'd)

- Consumers
- Deliverers
- Supervisors/Managers/Principals
- Administrators
- Funders
- Third Parties (e.g., Parents)

- Expectations
- Priorities

Negotiated Outcomes

Service Standards

Effective Service Base

Standards and Training "essential partners"

- Competency Framework
  ↑ ↓
- Training

laissez-faire?
recommended?
mandated?

- Training Delivery System

Role of Universities?
Role of Community Colleges?
Role of Federal/Provincial Departments?
Role of Professional Associations?
Other Options?

"Systems" : "Structures" : "Homes"
Walls/No Walls : Inclusive : Multi-Tiered
Visible : Accessible : Predictable

- Professional Support
  - Leadership/Supervision
  - Advice
  - Training
  - Research and Development
- Technical Support
  - Materials
  - Labour Market Information
  - Evaluation Instruments
- Coordinating Centre(s)
- New Partnerships

Appendix C

Handouts

Forum for Action on Leadership in Career Development

Importance Ratings of Forum Issues

Issue	Importance/Urgency of Issue in my Dept./ Organization			Notes
	Low	Med	High	
Issue 1 - Leadership and Standards: Hallmarks for Quality Service	1	2	3	
Issue 2 - Coherence in the Delivery System: Meeting "Consumer Needs"	1	2	3	
Issue 3 - Outcomes, Evaluation and Accountability	1	2	3	
Issue 4 - Training for Practitioners: Putting the Pieces Together	1	2	3	
Issue 5 - Professional and Technical Support for Career Development Services	1	2	3	

Forum for Action on Leadership in Career Development

Working Group I - Questions for Discussion

1. Brainstorm responses to the following:

   If we had no constraints (financial or other) and could effectively address this issue in the province, what would be some elements we would want to put in place? (Generate a list of ideas without evaluating them).

2. Looking collectively at the elements generated, have the group paint a picture of the ideal response to the issue within the province.

3. Using information covered earlier on initiatives currently underway or planned within the province, which provincial initiatives (underway or planned) are a good fit with the picture generated under Question #2 above?

4. Where are the voids? Identify and list them.

5. What could be done to move closer to the ideal picture? Brainstorm potential action steps.

6. Reach agreement on at least three things which could be undertaken now to move closer to the picture.

7. Beside each of the actions identified in #6, list any supports/supporters needed to help ensure success.

ISSUE 1: LEADERSHIP AND STANDARDS: HALLMARKS FOR QUALITY SERVICE

Sample Strategies

- Form a national **federation of** all guidance and counselling **associations**
- Work with CGCF/professional association(s) to develop **national standards** for career/employment counselling
- Provincial association(s) develop **provincial standards** (could include finding a mechanism for inter-association cooperation around standards)
- Organizations that employ career/employment counsellors develop:
  - **vision** for future direction of services
  - **standards for** practitioners within their **own jurisdiction(s)**
  - service **policies and practices** that incorporate standards
  - **training** required to meet standards
  - service **evaluation** that monitors performance against standards
- Ensure that standards incorporate:
  - **ethics**
  - **values** that guide service delivery
  - practitioner **competencies** required
- Position career/employment counselling services in the **mainstream of strategies** for worker training, adjustment and transition
- Plan a strategy that builds **quality and accountability** for services, ensuring that service providers in all jurisdictions have:
  - clear **mandates**
  - **policies** which guide practice
  - leaders who **advocate** for the services, their values and outcomes
  - **materials, resources and strategies** specific to career/employment counselling
  - **education/training** in core knowledge/skills
  - **supervision/coaching**
  - opportunities for **continuing professional development**

ISSUE 2: COHERENCE IN THE DELIVERY SYSTEM: MEETING "CONSUMER NEEDS"

Sample Strategies

- Create a **one-stop information system** - client access to all information related to their employment (e.g., training, prior learning assessment, employment services) - coordination needed

- Develop a **variety of information delivery models** to meet diverse client needs

- Prepare **local directories** of career/employment counselling resources, including specific services and specializations, to promote public visibility of services

- Create **accessible delivery systems for all** who need assistance (some are currently left out)

- Develop **comprehensive strategies for coordinated articulation of services** across schools, communities and government delivery agencies—a strategy encompassing career development culture/public education, as well as a planned service delivery system, tailored to the size of each community, that includes all three components of service:
  - Component 1 services in **all** communities (in smaller communities could be in local library, with computers, hot-line access)
  - All 3 service components in medium-large communities

- Build and implement **curriculum in career development K-12**, in developmental sequence

ISSUE 3: OUTCOMES, EVALUATION AND ACCOUNTABILITY

Sample Strategies

- **Clarify** appropriate **expectations** for career/employment counselling outcomes, in consultation **with stakeholders**:
  - clients
  - people who refer clients for counselling
  - counsellors
  - supervisors of counselling
  - federal/provincial policy and program administrators
- Develop **appropriate evaluation models** for career/employment counselling
- Ensure that **policies** place high **value** on **evaluating** counselling outcomes
- Generate necessary **materials to support models**, e.g.:
  - checklists for monitoring counselling process
  - checklists on client skill acquisition
  - client feedback forms
  - supervisor feedback forms
  - formal evaluation instruments
- Structure **supervision and support services** in ways that maximize practitioner ability to deliver quality service
- Use **evaluation** results to provide feedback to counsellors for ongoing enhancement of service quality
- Communicate to clients **appropriate expectations** of services
- Work with agencies to ensure **appropriate referrals**
- Counsellors and managers jointly **negotiate outcome expectations** for counselling

ISSUE 4: TRAINING FOR PRACTITIONERS: PUTTING THE PIECES TOGETHER

Sample Strategies

- Develop an intact and accessible **infrastructure for delivery of education/training in career development**, with flexible alternatives (not all "institutionalized"), so "structures", "systems", and "homes" for training are rationalized, sequenced, organized, advertised and delivered

- Develop **methods to increase access** - institutions with and without walls

- Increase **university offerings** at undergrad and graduate levels, with specialty degree potential

- Sponsor university-based **research and development** (like CAMCRY) in priority areas to advance the field

- **Share quality training** across jurisdictions

- Governments and other stakeholders collectively and collaboratively:
  - develop national **training and occupational standards**
  - plan **training content that meets standards**
  - plan training **access routes** (streamlined delivery structure)

  Ensure that movement towards standards:
  - contains **multiple options**, not just Masters degree
  - includes **prior learning assessment**
  - translates into **employer recognition**
  - is accompanied by **broadly available, affordable training**

ISSUE 5: PROFESSIONAL AND TECHNICAL SUPPORT TO CAREER DEVELOPMENT SERVICES

Sample Strategies

- Develop support for practitioners from a **coordinating office** with responsibility for:
  - professional/technical leadership
  - resources
  - in-service training
  - advice

- Structure **developmental supervision** to improve practitioners work with clients

- More **active support** from individuals in positions of influence—supervisors, dept. heads, consultants, coordinators, program administrators and managers

- Create **support materials/tools for** use by **managers and supervisors**, e.g., resources that help organizations ensure **service quality**, clarifying:
  - **expectations** for counselling
  - **scope** of service
  - methods of **informing clients** about services
  - **meeting** client **expectations**
  - methods for **evaluation and supervision**

- Develop tools and training to support career counselling leadership
  - **Counsellor educators**, professional development **trainers**, and **professional associations** become more active in providing tools and training that would foster provision of career counselling leadership **and/or**
  - **Program administrators** commission the development of such leadership support materials, where they do not currently exist

- Create a **National Professional Development Centre in Career/Employment Counselling or a select number of coordinating but connected centres** that undertake professional/technical leadership to support delivery system on national/provincial levels, in order to:
  - give effective **leadership to policy makers**
  - organize a self-supporting **national training program** in career/employment counselling
  - develop **counselling methods**
  - develop effective, credible **evaluation methods**
  - maintain strong **links with provincial** Education and Social Services

- Federal/provincial departments:
  - **Share existing** professional/technical support **resources**
  - **Partner in initiatives such as training** that would support all counsellors

Forum for Action on Leadership in Career Development

Working Groups I - Summary of Issue and Potential Strategies

<table>
<tr><td colspan="6">ISSUE:</td></tr>
<tr><th>Priority Areas for Provincial Action</th><th>Elements of an Ideal Provincial Response to Issue</th><th>Relevant Provincial Initiatives</th><th>Voids</th><th>Possible Action Steps</th><th>Supports Needed</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Forum for Action on Leadership in Career Development

Working Group II - Questions for Discussion

1. Reflecting on all the issues and the input of the group so far, what would be some components of a plan of action to respond in an integrated way to the issues as a whole?

2. If time permits, indicate how you would sequence the activities and time frames you would suggest for carrying them out.

Forum for Action on Leadership in Career Development

Working Groups II - Synergy of Issues

"Consensus" Themes	"Consensus" Strategies/Steps	Partners in Action	Supports Needed	First Steps

New Brunswick
Forum for Action on
Leadership in Career Development
March 27, 1995

EVALUATION

1. Rate the extent to which this forum met the following objectives:

	Not at all				Fully	
a) exchange information on initiatives underway or planned which respond to each issue	1	2	3	4	5	6
b) dialogue and problem-solve on alternate action strategies for each issue	1	2	3	4	5	6
c) agree on the beginnings of an expanded action strategy for strengthening career development services in N.B.	1	2	3	4	5	6

2. What follow-up actions do you intend to undertake, if any, as a result of today's deliberations?

3. What follow-up would you recommend be taken from today, and with leadership from which group or organization?

4. The facilitators would welcome any suggestions for improving the quality of these forums. Please provide your suggestions below.

RELEVANT PROVINCIAL INITIATIVES

ISSUE 1: Leadership and Standards

- Comprehensive Guidance Program - N.B. Education:
  - Curriculum
  - Individual planning
  - Responsive services
  - Program support

- Partners in Change" - a federal/provincial partnership (Income Assistance, New Brunswick Works - upgrading skills and counselling —> change to case management system, associated training for staff)

- Youth apprenticeship program

- Summer institutes

- HRDC study with universities regarding practitioner training - scope covers full spectrum of practitioners involved in career and employment counselling. Study includes:
  - needs assessment
  - identification of skills required
  - looking at courses currently available, and
  - new avenues for delivery/certification

- National Life/Work Development Centre (Memramcook Institute) initiatives:
  - partnering with universities, colleges, HRD, provincial government projects, also national/international projects that benefit N.B.
  - national database of employment and learning opportunities in Canada

- N.B. Career Information Partnership (C.I.P.)

- HRDC:
  - Learning Centres
  - Peer counselling for public service staff

- CARS (Canadian Automotive and Repair Service) Council—New Brunswick being set up

- N.B. Federation of Labour
  - Worker Investment Fund
  - training for 60 people as financial advisors

- Computer information delivery systems - SchoolNet Career Centre - SchoolNet going into every school

Issue 2: Coherence in the Delivery System

- New comprehensive guidance program - student competency framework influences coherence across board. Includes:
  - Curriculum
  - Individual planning "portfolio"
  - Responsive services
  - Program support

- "Partners in Change"

- In Western Valley region, "Valley Vocational Partnership" - 3 community-based agencies collaborating:
  - Transitional Employment Training
  - Carleton Victoria Community Vocational Board
  - Community industries

- potential NBLFDB role, given diversity of sectors giving input on issues

- Computer information delivery system

- Youth Access Centres - "one-stop shop"

- N.B. Works program - multiple partners - specific target group (uses an adult portfolio)

- Economic development groups approach to collaboration offers a good model - through a "one-stop shop", prospective small business entrepreneurs go to one place and get all the help they need - like an adult Access Centre

- Transition to Employment program at University of N.B. - for university students; has interdisciplinary involvement

- In francophone school system, career/guidance counsellors are being asked to link much more strongly to community (in a consulting role), reaching out; also employers in schools.

- Credit course on career/life development being offered as part of academic upgrading - gives credit toward adult high school diploma

- N.B. Job Corps - like N.B. Works, but for people over age 55, using their expertise in training others or to get displaced workers back into labour market (Advanced Education and Labour)

ISSUE 3 : Outcomes, Evaluation and Accountability

- Measurement and accountability model for counselling - HRDC (national)

- Partners in Change - e.g., they are developing performance indicators for career counselling

- Comprehensive Guidance Program - evaluation component is under development:
  - Program evaluation
  - Counsellor evaluation

- N.B. Works, a national pilot project, will be evaluated

- Job Corps for older workers evaluation

- Youth Strategy - full program assessment

- Advanced Education and Labour - follow-up on community college grads - student assessment of counselling services received

- NBLFDB "evaluation"/review of federal/provincial programs

- Policy Branch, Advanced Education and Labour study is looking at demand in occupations

- "Transition to Employment" (U.N.B.) has evaluation component - looking longitudinally at outcomes

- "Service accounting system" worksheets - measuring employment improvement over course of services - Transitional Employment Program

- Mary Louise Luck did thesis evaluating career counselling workshops - U.N.B. counselling services

- Vocational Rehabilitation for Disabled Persons (VRDP) review of pilots
- Memramcook evaluating "The Real Game" pilots
- CEC redesign of delivery systems (6 CECs nationally) being evaluated
- Workers Compensation Board (WCB) - review and evaluation of all programs and delivery system
- Survey of Career and Emplyment Counselling in Canada done by CLFDB/CGCF - national study, includes provincial data
- CGCF evaluation workbook (forthcoming)
- Relevant UNB masters theses:
  - Elspeth Leroux study - model for assessing what supervisors/counsellors/users see as services provided, priorities, degree to which needs are met (her model was used for Martha Waters study referenced below).
  - Martha Waters' needs assessment of career counselling services for offenders pre-release - looked at needs/priorities of counsellors, supervisors, service users

ISSUE 4: Training for Practitioners

- HRDC study with universities (see Issue 1 above)
- National Life/Work Development Centre (Memramcook):
  - "super trainer" initiative (training for trainers on Stay-in-School programs)
  - Career Development Training for Memramcook staff, university professors, private companies, HRDC
  - training in CAMCRY programs.
- Training module on working with clients with disability developed by Paraplegic Association
- "Partners in Change" - case management system and associated training
- Summer institutes

- N.B. Federation of Labour Worker Investment Fund
- N.B. Centre for Excellence in Administration (N.B.C.E.A.) - does training in leadership —> could expand to include career development
- Ministry of Municipalities, Culture and Housing staff training needs assessment and training (could be related to career development) - theme of diversity in work place
- U.N.B. - courses in career education and counselling as part of M.Ed.
- Université de Moncton - forthcoming review - guidance program and others could be assessed vis-a-vis career development content.
- N.B. Works - Case Managers training is being delivered using HRDC Training for Outreach workers package
- Valley Vocational Partnership has a staff training component
- ISM/Nelson Canada training in computer-assisted guidance programs (Choices and Discover)
- Training for Employee Assistance Program (E.A.P.) counsellors - Federation of Labour and affiliates (also formerly a provincial program)

ISSUE 5: Professional and Technical Support

- N.B. Career Information Partnership - Prospects tabloid
- N.B. Futures
- All HRDC materials sent to schools
- New initiative based on Alberta's LMI for career practitioners (Wendy Fox) and HRDC jointly doing a document for New Brunswick - LMI for Practitioners Resource Guide
- Forthcoming pilot in N.B. of HRDC LMI system and database on employment and learning; destination server will be in N.B.
- Computer accessed "international counsellor network" - a worldwide network
- National graduate register database

- Secretariat national formation et leadership
- Computer-assisted guidance is in place in schools throughout province
- Document outlining home-school teacher parent programs will be available in both languages on April 1
- U.N.B. Career Resource Centre - open to students and community users - resources include the computer-assisted guidance program, Sigi Plus and associated database
- N.B. Literacy initiative - has a full-time person whose work includes training on how to do literacy training in workplace —> includes continual upgrading of deliverers (joint initiative of employer and employees at work place)
- Education officer working for labour movement
- HRDC Learning Centres - Fredericton opened last week, plans for 2 more - supports staff in studying a variety of subjects, through technology and self-study
- Peer counselling program for displaced federal employees being offered by HRDC, N.B. Region

Flipchart Notes from Working Groups

1. Working Group 1 - Leadership and Standards (Issue 1)

Lynne Bezanson, facilitator

ISSUE 1: LEADERSHIP - RELEVANT PROVINCIAL INITIATIVES

- Comprehensive Guidance Program - N.B. Education:
  - Curriculum
  - Individual planning
  - Responsive services
  - Program support
- Partners in Change" - a federal/provincial partnership (Income Assistance, New Brunswick Works - upgrading skills and counselling —> change to case management system, associated training for staff)
- Youth apprenticeship program
- Summer institutes
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  - needs assessment
  - identification of skills required
  - looking at courses currently available, and
  - new avenues for delivery/certification
- National Life\Work Development Centre (Memramcook Institute) initiatives:
  - partnering with universities, colleges, HRD, provincial government projects, also national/international projects that benefit N.B.
  - national database of employment and learning opportunities in Canada
- N.B. Career Information Partnership (C.I.P.)
- HRDC:
  - Learning Centres
  - Peer counselling for public service staff
- CARS Council—New Brunswick being set up
- N.B. Federation of Labour
  - Worker Investment Fund
  - training for 60 people as financial advisors
- Computer information delivery systems - SchoolNet Career Centre - SchoolNet going into every school

Why did you join this group?

Two themes emerged:

1) Recognition that leadership skills need to be acquired/enhanced. They may not exist sufficiently now. Leadership doesn't happen automatically, is difficult, top-down doesn't work, has to be done in an empowering way, spreading leadership from top-down out; "problem with too few leaders is that it fosters dependency." The question of how to do this was one theme.

2) Specific issues are current Leadership challenges. How to approach these was a second theme. For example:
   - standards - how to define and implement
   - resistance to accept the evolving role of "career/guidance counsellor"
   - problems linked to accountability; question of **how** to lead in these areas

   It was noted that Leadership must be in all sectors, not just what are generally recognized as "professional" sectors. Leadership from multiple perspectives, especially the community-based, is essential.

Responses to Questions for Working Group Discussion:

Vision of ideal scenario:

A. An ongoing Leadership Institute is needed (generic, not specific to career development):
   - to educate/inform re: leadership
   - skills acquisition (peer coaching)
   - attitudinal change

B. Public Education/Career Development Culture

   Career development needs to be brought more into the mainstream. Can be done through the following:
   - bring together public education and learning culture and career culture ideas
   - develop a publicity strategy
   - publish results of forthcoming survey of 8000+ students/parents - this presents an opportunity for leadership - could change how "guidance" is perceived
   - publicize full range of options, including apprenticeship, trades (note that 70-75% do not pursue post-secondary)
   - involve Co-op/vocational/technical educators in preparing youth for areas other than white collar occupations

C. An "organization" of some kind is needed to bring partners together to get shared vision and sense of direction for career development field

   - One idea - form a Guidance Sector, comprised of Superintendents, Advanced Education and Training, Chamber of Commerce, parents, others to form think tanks to define issues in career development and identify **who, what, how, why**

   - Another idea: round tables involving all stakeholders

- Another idea - form an Advocacy Group for career development (everyone goes to world of work, yet no group advocates for deliverers of services that support workers/prospective workers; there is no voice to influence)

  - this group would not be inward-looking on the profession itself, would look at how to enhance career development so public gets well served— standards, coherence in the delivery system, economic trends and their implications
  - some key words: Vision, Social, Imagination, Passion, Owning Community Solutions - advocacy group could support this
  - consistent theme kept arising - the idea of need for a group that:
    - advocates for services
    - represents all
    - has influence

  - circle-within-a-circle diagram, beginning to outline around outer circle advocacy group members—community-based, education, clients, students

Barriers

1) Great ships (Committees, initiatives) and ideas are "passing in the night" - not sufficient links between Committees, so people know and build on what others are doing and move in complementary directions

2) Insufficient avenues for follow-through: possible solution could be through NBLFDB/this group/CGCF continuing the start from this Forum.
   - time-limited
   - focused

3) Work of people in career development tends to be **project-oriented**, always fighting for survival, instead of bigger picture, longer-term. We have budget structure which supports small pieces and short-term.

   ** What we need to do may be difficult, but certainly not impossible
   - Issues are **more focus/coordination** and **making time** to develop good plans and strategies

ACTION PLAN

1) Establish concrete follow-up to this forum to further elaborate and firm up an action plan; it was strongly suggested that NBLFDB take leadership in organizing this.

2) Distribute Forum outcomes and consolidation to senior policy-makers, and ask for a response (CGCF and NBLFDB); think through a communications strategy, include face-to-face follow-up with policy makers, if possible. Important to get the outcomes on the policy agenda of senior managers.

3) Support for the need for an "Advocacy Group" to give a strong and collective voice to career development in the province. "Consider" Work and Learning Network (WLN) as a beginning to look at Advocacy Group - WLN would need to be expanded to include community (it was recommended that, to be successful, a small amount of funding should be sought to hire a part-time person to organize the group) - could link to Item 2 above.

2. Working Group 2A - Coherence in the Delivery System (Issue 2)

Valerie Ward, facilitator

ISSUE 2: COHERENCE IN THE DELIVERY SYSTEM
RELEVANT PROVINCIAL INITIATIVES

- New comprehensive guidance program - student competency framework influences coherence across board. Includes:
  - Curriculum
  - Individual planning "portfolio"
  - Responsive services
  - Program support
- "Partners in Change"
- In Western Valley region, "Valley Vocational Partnership" - 3 community-based agencies collaborating:
  - Transitional Employment Training
  - Carleton Victoria Community Vocational Board
  - Community industries
- potential NBLFDB role, given diversity of sectors giving input on issues
- Computer information delivery system
- Youth Access Centres - "one-stop shop"
- N.B. Works program - multiple partners - specific target group (uses an adult portfolio)
- Economic development group approach to collaboration offers a good model - through a "one-stop shop", prospective small business entrepreneurs go to one place and get all the help they need - like an adult Access Centre
- Transition to Employment program at University of N.B. - for university students; has interdisciplinary involvement
- In francophone school system, career/guidance counsellors are being asked to link much more strongly to community (in a consulting role), reaching out, also employers in schools.
- Credit course on career/life development being offered as part of academic upgrading - gives credit toward adult high school diploma
- N.B. Job Corps - like N.B. Works, but for people over age 55, using their expertise in training others or to get displaced workers back into labour market (Advanced Education and Labour)

Why did you join this group?

Some of the issues individuals wanted to discuss were as follows:

- Public school "student" needs - not enough coherence/consistency:
  - classroom
  - group
  - guidance
  - individual

- Public school "teachers" needs - internalize career development concepts - how to achieve this

- Duplication between levels of government

- No one player in delivery system has total picture, therefore information-sharing is essential

- Counsellors need knowledge of "real world" of work - how to get this into the system so youth develop realistic expectations

- Bias of teachers/counsellors - "white collar, university-bound" as preferred professions - how to change this

- Case management presents a possible approach/tool to cut across services and support coherence

- Employment counselling vs. career counselling - expectations for services and outcomes need to be clearer in support of a more coherent system

- Gaps/voids still exist

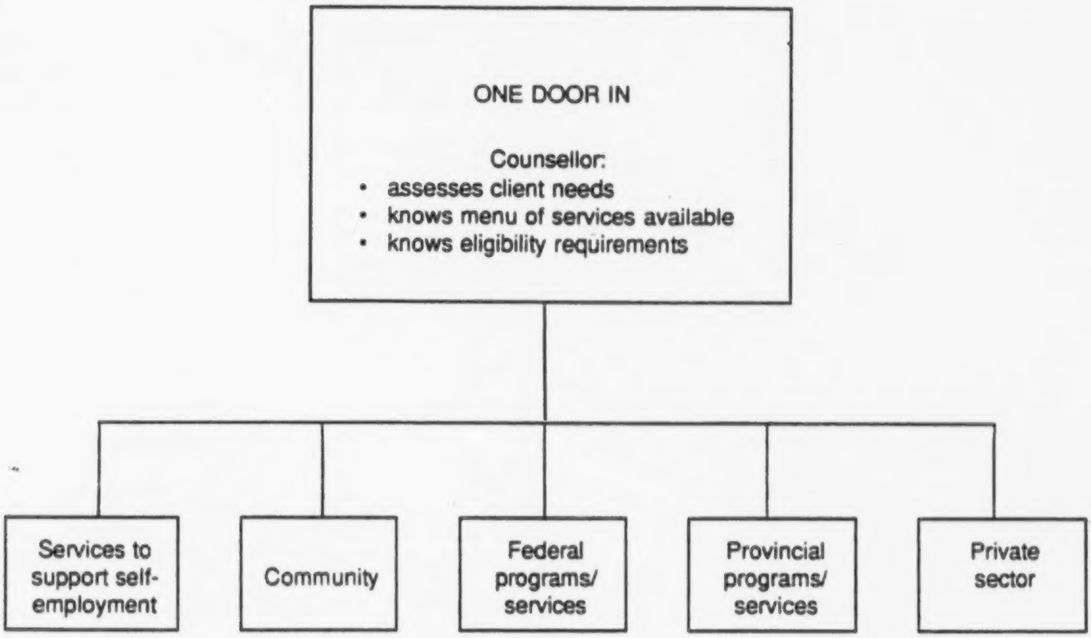
- Client/person/learner/consumer-centred needs to be the core of any changes to system of delivery - note, as well, the importance of service for the new "consumer" of career development services—the displaced worker

- Federal funding intended for use in training of displaced workers often not used for this by provincial levels - creates system problems as well as worker problems

- In analyzing coherence in delivery system, essential to also analyze income support systems. Incongruence betwen the objectives/mechanisms of both can create major obstacles (i.e., safety net can act as a systemic barrier)

Ideas for Action

1. "One door in" to services of multiple jurisdictions/partners


ONE DOOR IN
Counsellor:
• assesses client needs
• knows menu of services available
• knows eligibility requirements
Services to support self-employment
Community
Federal programs/ services
Provincial programs/ services
Private sector

Co-located?

2. Common case plan process - all look at individual same way, gather same information, electronic data transfer

3. Information —> excellent database needed:
   - inventory of programs and services available - who offers, cost, eligibility
   - LMI

4. Eliminate unneeded duplication/overlap - redesign so best specialists are delivering

5. Rationalize, coordinate, link federal and provincial government programs

Some points regarding implementation:

- Need to analyze needs, and "test market" approaches to ensure that they make sense/work.
- Once information has been synthesized, whose role will it be to "hold" the information?
- Funding for database development would likely need to come from multiple sources. Could hire summer students to do some of the developmental work.
- Try different models in different areas.
- Need to carefully think through how and what information is shared - "big brother" risk to clients raised as a caution.

4 things that could be done now:

1) Continue to support/promote/inform people about the national labour market database/network (career/labour market/training information will all be on the system).
2) Analyze duplications/gaps in order to recommend strategies to better "rationalize" services.
3) NBLFDB to examine the feasibility of initiating a study of service delivery models in consultation with all stakeholders - mandate could be given from Board to PEOC (Education Reference Group).
4) Pilot test the models.

3. Working Group 2B - Coherence in the Delivery System (Issue 2)

Robert Goguen, facilitator

- See above for Relevant Provincial Initiatives

Responses to Questions for Working Group Discussion:

- "If we had no constraints, what we'd like to see..." - group revised the question, deciding it was important to acknowledge that there **are** real financial constraints

WE NEED:

- A system for coordination of service
- A directory of programs and services
- Need for a tool - adequate information on employment/learning
- Central entry point - for all target populations or mainstream, then funnel out to appropriate services
- Continuum of services/life long
- Integration of career development in curriculum
- Internships for **all** students through study periods - accessability
- Provision of counselling services at one-stop locations
- Database of existing services
- A policy to talk the same language in career development
- National standards for services, training, delivery
- Partnerships to plan and deliver career development initiatives
- Network of practitioners with a focus on developing partnerships
- Bring together private sector initiatives for information, planning, development

WE'D LIKE TO SEE:

1) A facilitating agency/"Career Goddess" - exercising leadership to bring all partners together
2) Access to information/labour market providers/practitioners/services/funders
3) Key to any change in services is ensuring that they are CONSUMER-FOCUSED

Supports needed:

1) For the facilitating agency/"Career Goddess":

Supports:
- $$
- structure - CLFDB/NBLFDB
- lobby or advocate for reallocation of present resources
- tailored to N.B., i.e., rural-urban, French-English
- look at models, e.g., Access Centres, N.B. Works
- continue regional dialogue in this Forum

2) For access to information:
- labour market
- providers
- practitioners
- services/programs
- funders

Supports:
- $$
- labour market/career information - clearinghouse
- providers/practitioners identified - who, what, how (expertise)
- information directory on programs/services - accessible
- funders - federal/provincial/private/regional

4. Working Group 3 - Outcomes, Evaluation and Accountability (Issue 3) *Bonnie Shiell and Patrick Flanagan, facilitators*

ISSUE 3: OUTCOMES, EVALUATION AND ACCOUNTABILITY
RELEVANT PROVINCIAL INITIATIVES

- Measurement and accountability model for counselling - HRDC (national)
- Partners in Change - e.g., they are developing performance indicators for career counselling
- Comprehensive Guidance Program - evaluation component is under development:
    - Program evaluation
    - Counsellor evaluation
- N.B. Works, a national pilot project, will be evaluated
- Job Corps for older workers evaluation
- Youth Strategy - full program assessment
- Advanced Education and Labour - follow-up on community college grads - student assessment of counselling services received
- NBLFDB "evaluation"/review of federal/provincial programs
- Policy Branch, Advanced Education and Labour study looking at demand in occupations —> which ones are in demand
- "Transition to Employment" (U.N.B.) has evaluation component - looking longitudinally at outcomes
- "Service accounting system" worksheets - measuring employment improvement over course of services - Transitional Employment Program
- Mary Louise Luck did thesis evaluating career counselling workshops - U.N.B. counselling services
- Vocational Rehabilitation for Disabled Persons (VRDP) review of pilots
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- Workers Compensation Board (WCB) - review and evaluation of all programs and delivery system
- Survey of Career and Emplyment Counselling in Canada done by CLFDB/CGCF - national study, includes provincial data
- CGCF evaluation workbook (forthcoming)
- Relevant UNB masters theses:
    - Elspeth Leroux study - model for assessing what supervisors/counsellors/users see as services provided, priorities, degree to which needs are met (her model was used for Martha Waters study referenced below).
    - Martha Waters' needs assessment of career counselling services for offenders pre-release - looked at needs/priorities of counsellors, supervisors, service users

Themes discussed:

- Distinguish program evaluation and evaluation of counselling
- Re: evaluation of counselling - tools must respect variety and range of services - employment; career; holistic approach; personal/life
- Clarify outcomes and build evaluation strategies into program (ongoing evaluation)

- Involve consumers - ongoing opportunities to contribute to evaluation

- Evaluation methodologies are incomplete - "external" factors may not be taken into account, e.g., high unemployment, changing nature of work - need a holistic approach

- Need research with input from the front-line service deliverers and consumers to assess methologies/techniques used in program evaluations

- Evaluation should be attached to planning process (keep the good programs, stop the others)

Possible Action Steps:

- Get input from front line service deliverers and consumers re: evaluation design

- Build consensus vision of career counselling, development and education:
  - what it is
  - what it can do; what it can't do

  Needs to be the basis of evaluation models

- HRDC measurement and accountability model is a step in the right direction; need to look at how to broaden its application/applicability

- Province and HRDC - use same the evaluation methods, tools, measures; develop them jointly

Synthesis Action Plan (plenary):

Main Steps:

1) NBLFDB - seen to be in a unique position to be proactive in continuing development of public education/career development culture; bringing needed groups together to maintain momentum.

2) Identify "the Career Goddess", i.e., the type of group and leader who will play role as catalyst. Career Development needs a core group to give it an influential voice. Among the needed elements:
   - visionary - build consensus vision (use common language - see Item 3 below)
   - empowerer

3) Common language - consistent common language (terminology) used by all when referring to career development, career education, career/employment counselling,

etc. This is an important component in moving towards standards for the profession.

4) Increase collaboration:
   - CLFDB/NBLFDB
   - CGCF
   - Continue process started today in New Brunswick - **this is Step 1**:
     a) Synthesize today - consolidate, distribute to policy makers
     b) Secure commitment of NBLFDB to carry forward what started today

5) Maximize what we have now. The perception was that doing anything "new" is not essential right now; rather, the need is to make much better use of what exists and get the resources better known. Could be done through:
   - Directory of Services
   - Inventory and share innovations
   - Strategize

   The issue is more time than money, to get what now exists mobilized.

6) PEOC Committee and NBLFDB deliberate on summary of today - suggest action plan, including funding implications.

Appendix F

Participants

Facilitators:

Lynne Bezanson, Canadian Guidance and Counselling Foundation
Valerie Ward, Canadian Guidance and Counselling Foundation
Robert Goguen, National Work/Life Centre, Memramcook Institute
Bonnie Shiell, Canadian Labour Force Development Board
Patrick Flanagan, New Brunswick Labour Force Development Board

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Fredericton, New Brunswick
March 27, 1995

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Version française

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Forum for Action on Leadership in Career Development

Version française

juin 1995

COMMISSION DE MISE EN VALEUR DE LA MAIN-D'OEUVRE DU NOUVEAU-BRUNSWICK

MISSION

La Commission de mise en valeur de la main-d'oeuvre du Nouveau-Brunswick a pour mission d'exercer un leadership énergique dans le perfectionnement de la main-d'oeuvre pour doter la province d'une population active compétente. Ce faisant, elle doit aider les jeunes gens et les adultes à réaliser leur plein potentiel sur le plan professionnel, les entreprises néo-brunswickoises à accroître leur rendement et les travailleurs à hausser leur standard de vie et, par la même occasion, contribuer à améliorer l'économie provinciale.

MANDAT

Le mandat de la Commission de la mise en valeur de la main d'oeuvre du Nouveau-Brunswick est d'offrir une direction stratégique en ce qui a trait à l'élaboration et à la mise en oeuvre d'une stratégie de la mise en valeur de la main d'oeuvre du secteur privé du Nouveau-Brunswick.

COMPOSITION de la COMMISSION

Il y a des des places désignés pour les employeurs, les employés, les éducateurs, les autochtones, les personnes handicapées, les minorités visibles, les femmes et le gouvernement (fédéral et provincial).

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Commission de mise en
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Le 1er juin 1995

Dest. : **Personnes participantes et invitées au Forum for Action on Leadership in Career Development du Nouveau-Brunswick, le 27 mars 1995**

Madame,
Monsieur,

Nous sommes heureux de vous faire parvenir ci-joint le procès-verbal du ***Forum for Action on Leadership in Career Development***.

À ceux et celles qui étaient présents, nous tenons à vous remercier de votre participation à la séance. Nous avons sincèrement apprécié la qualité de vos interventions, et nous espérons que vous trouverez que le procès-verbal résume bien la séance. Comme vous le savez, il est toujours difficile de transmettre, dans un nombre de pages raisonnables, l'essentiel d'une journée aussi remplie en fournissant suffisamment de détails pour référence ultérieure. Vos commentaires ou suggestions au sujet du procès-verbal sont les bienvenus.

À ceux et celles qui n'ont pas pu assister au forum, nous espérons que le procès-verbal vous donnera une bonne idée des discussions de la journée et qu'il vous fournira suffisamment d'informations pour vous inciter à participer aux prochaines activités.

Les points saillants du forüm seront présentés à la réunion de juin de la Commission de mise en valeur de la main d'oeuvre du Nouveau-Brunswick (CMMONB). Ce sera l'occasion de commencer à explorer les prochaines étapes. Nous vous tiendrons au courant.

Nous joignons aussi une liste complète des participants et des invités comprenant les numéros de téléphone et de fax. Étant donné que plusieurs d'entre vous ont fait des commentaires sur la valeur de ce genre de rencontre et sur l'échange d'information et d'idées avec d'autres personnes qui s'occupent d'activités connexes, nous vous encourageons à communiquer entre vous de façon formelle ou informelle.

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Comme nous l'avons mentionné pendant la séance du 27 mars, la Fondation canadienne d'orientation et de consultation (FCOC) rédigera et distribuera un sommaire mixte des quatre forums provinciaux. Des démarches seront alors entreprises au Nouveau-Brunswick, dans les autres provinces et par la FCOC à l'échelle nationale en vue de poursuivre le dialogue sur ces questions importantes et prendre certaines mesures.

Nous tenons également à remercier la CCMMO d'avoir coparrainé cet événement important. Espérons que ce forum n'est qu'un début. Le temps semble propice, tant à l'échelle provinciale que nationale, pour un virage dans le domaine de la promotion de la carrière. Le forum a clairement fait ressortir que la province possède beaucoup d'éléments avec lesquels travailler. Par exemple, pour ce qui est des initiatives existantes, les participants s'accordent sur les directives dont ils ont besoin et un grand nombre de partenaires sont motivés et ont beaucoup d'idées. Nous avons hâte de passer aux prochaines étapes.

En attendant, alors que vous réfléchissez sur le procès-verbal, sur les délibérations du forum et sur les prochaines étapes à franchir, la CMMONB serait heureuse d'entendre vos commentaires. De plus, n'hésitez pas à communiquer avec la FCOC ou la CCMMO pour plus d'information sur leurs ressources et leurs initiatives.

Nous vous prions d'agréer, Madame, Monsieur, l'expression de nos sentiments les meilleurs.

Lynne Bezanson
Directrice générale
FCOC

Henry Cowan
CMMONB

Bill Dixon
CMMONB

Forum for Action on Leadership in Career Development

Commission de mise en valeur de la main-d'oeuvre du Nouveau-Brunswick
Commission canadienne de mise en valeur de la main-d'oeuvre
Fondation canadienne d'orientation et de consultation

le 27 mars 1995
Wu Centre, à l'Université du Nouveau-Brunswick
Fredericton (Nouveau-Brunswick)

PROCÈS-VERBAL

1. Mot de bienvenue - Commission de mise en valeur de la main-d'oeuvre du Nouveau-Brunswick

John McEwen, représentant des syndicats et coprésident de la Commission de mise en valeur de la main-d'oeuvre du Nouveau-Brunswick (CMMONB), en son nom et au nom du représentant des entreprises, Harry Evans, remercie les participants de leur présence et leur souhaite la bienvenue. Il défie le groupe de prendre des résolutions concrètes ayant rapport aux programmes de promotion de carrière plutôt que formuler d'autres énoncés de principes.

Au nom du Comité d'éducation et de la formation de la CMMONB, Henry Cowan et Bill Dixon souhaitent la bienvenue au groupe. Ils expliquent le rôle que souhaite jouer la CMMONB en donnant suite aux idées qu'avanceront les participants aujourd'hui. Ils présentent ensuite les animateurs pour la journée.

2. Objectifs

Les animatrices Lynne Bezanson, directrice générale de la Fondation canadienne d'orientation et de consultation (FCOC), et Valerie Ward, conseillère en chef de la FCOC, se présentent et souhaitent la bienvenue au troisième d'une série de forums provinciaux organisés conjointement par la Commission canadienne de mise en valeur de la main-d'oeuvre (CCMMO), les commissions provinciales de mise en valeur de la main-d'oeuvre et la FCOC. Les deux premiers forums qui ont eu lieu à St. John's, à Terre-Neuve, à la fin de janvier et à Halifax, en Nouvelle-Écosse, le 1er mars 1995, se sont révélés très fructueux. Chacun a stimulé des dialogues importants parmi un grand nombre de partenaires du marché du travail et a permis de faire l'ébauche d'un plan d'action provincial pour la promotion de carrière. Une séance semblable est prévue en Saskatchewan plus tard cette semaine. Il pourrait y en avoir une ou deux autres par la suite. Après le quatrième forum (fin mars), nous en profiterons pour examiner les résultats des forums jusqu'à maintenant. Nous prévoyons préparer un document de réflexion qui résume toutes les idées découlant des forums et que recevront tous les participants. Il est très probable que d'autres activités de suivi seront entreprises.

On présente également les autres animateurs pour les séances des groupes de travail : Pat Flanagan, le directeur général de la CMMONB; Robert Goguen du Centre national en vie/carrière de l'Institut de Memramcook et Bonnie Shiell, de la Commission canadienne de la mise en valeur de la main-d'oeuvre.

Valerie donne ensuite un aperçu des objectifs et des questions-clés qui seront traitées durant la journée.

Objectifs :

1) échanger de l'information sur les initiatives prévues ou en cours, qui tiennent compte de chaque question;

2) évaluer l'impact de chaque question et son degré d'importance pour ce qui est de répondre aux besoins en promotion de carrière dans la province;

3) dialoguer et résoudre les problèmes qui se rattachent aux autres plans d'action stratégique sur chaque question;

4) élargir le réseau de counseling de carrière et d'emploi, ainsi que des autres partenaires du marché du travail;

5) s'entendre sur les bases d'une stratégie d'action approfondie pour renforcer les services de promotion de carrière;

Afin de mieux guider les discussions, on a énoncé ces objectifs sous la forme des questions-clés suivantes :

Questions-clés pour les délibérations du forum :

1) Quelles initiatives provinciales sont déjà en cours ou prévues pour chaque question?

2) Que reste-il à faire?

3) Quelles autres initiatives seraient appropriées et pourraient être mises sur pied dans la province?

4) Quelles activités sont réalisables par l'entremise des partenariats actuels? De nouveaux partenariats?

5) Quelles mesures les partenaires du marché du travail devraient-ils prendre à présent?

6) Où peut-on obtenir le soutien nécessaire à la réalisation de ces activités et de quel genre de soutien a-t-on besoin?

Valerie passe ensuite en revue l'ordre du jour (voir annexe A). Elle jette un coup d'oeil rapide au cahier, où est résumé le document de réflexion sous forme de gros points (chacune des cases étant un transparent), accompagnés des généralités et des conclusions pour chacune des cinq questions. Dans l'espace prévu au côté droit des pages, les participants pourront prendre des notes sur les points soulevés, les initiatives provinciales pertinentes et les idées qui surviennent au cours de la journée. On invite les participants à se familiariser avec le cahier aujourd'hui et à le repasser après la séance. À l'aide de ce cahier, et de la documentation pour les petits groupes de discussion qui sera distribuée à la fin de la journée, chaque participant aura un jeu de documentation complet qu'il peut utiliser pour organiser des séances semblables dans son propre secteur. De cette manière, nous pouvons élargir davantage le réseau de gens qui contribuent au leadership provincial dans le domaine de la promotion de carrière.

Les participants (voir annexe F) sont ensuite invités à se présenter, en nommant l'organisme qu'ils représentent et en parlant de leurs intérêts face au leadership dans la promotion de carrière ou des points dont ils aimeraient que l'on traite au cours de la séance.

3. Généralités et vue d'ensemble des cinq questions

Lynne passe ensuite à une brève présentation d'un cadre de travail **visant à définir la promotion de carrière**, pour s'assurer que l'on parle tous de la même chose.

La promotion de carrière *est un* ***processus de développement*** *que chacun vit à un moment donné (par opposition à ce qui est seulement nécessaire pour ceux qui ont de la difficulté), lequel peut être soutenu et favorisé par l'éducation et la prestation d'une gamme de services toute sa vie durant. On peut présenter la promotion de carrière en trois grandes étapes, un cycle que l'on est susceptible de parcourir un certain nombre de fois pendant notre vie. Il s'agit* ***de la prise de conscience personnelle et de la préparation, de la prise de conscience des possibilités****, et* ***de la prise de décision et de l'apprentissage par la transition****. Chaque étape évolue dans un continuum, depuis la jeunesse jusqu'à l'âge adulte.*

Au cours de la première étape, ***la prise de conscience personnelle et la préparation****, on découvre ses valeurs personnelles, ses points forts, son potentiel et ses aspirations. On utilise pendant toute sa vie les habiletés acquises à cette étape qui, avec le temps, contribuent au maintien d'une image positive de soi. Au moment de la préparation, on acquiert les habiletés dont on a besoin pour étudier, s'organiser, planifier, gérer son temps et déterminer ses objectifs. Ces habiletés nous permettent, une fois rendus à l'âge adulte, d'entretenir des rapports efficaces avec autrui et de réfléchir à l'effet du travail sur la vie personnelle et la vie familiale, ainsi que de déployer des efforts continus pour viser le meilleur équilibre possible entre le travail et nos autres responsabilités.*

La ***prise de conscience des possibilités*** *désigne le milieu en fonction duquel nous devons prendre des décisions. Parmi les habiletés importantes que les jeunes acquièrent, en théorie, à cette étape, mentionnons l'aptitude à saisir les questions et les tendances qui touchent l'éducation, la formation et les possibilités d'emploi, le respect face à toutes sortes d'emplois et la prise de conscience de toutes les possibilités d'emploi et des moyens d'y accéder. Pendant notre vie d'adulte, ces habiletés nous permettent de trouver, d'évaluer et d'interpréter l'information sur la carrière; d'analyser et de reconnaître les occasions; d'explorer les professions, ainsi que de poursuivre avec succès son éducation ou sa formation.*

Pour les jeunes, la ***prise de décision et l'apprentissage par la transition*** *comprennent l'habileté à distinguer les éléments du programme d'enseignement qui pourront servir à la poursuite de ses études et à obtenir un emploi; à concevoir un plan d'action pour atteindre ses objectifs en matière d'apprentissage et à faire face à l'inattendu. Pour leur part, les adultes doivent pouvoir appliquer ces habilités à la planification de leur carrière et à la prise de décision, à la recherche et au maintien d'un emploi, au changement de carrières et au perfectionnement continu sur le plan professionnel.*

Lynne explique ensuite que le document de réflexion définit la «promotion de carrière» comme étant une expression générale qui couvre plusieurs domaines spécifiques. Cela comprend :

- *l'enseignement en choix de carrière* : normalement offert dans les écoles et les établissements postsecondaires
- *le counseling de carrière* : normalement offert par les organismes communautaires et les spécialistes. Couvre habituellement toutes les étapes de la promotion de carrière.
- *le counseling d'emploi* : normalement offert dans les Centres d'emploi du Canada et dans les services d'emploi provinciaux.

Lynne souligne ensuite le contexte très positif qui existe actuellement au Canada pour étudier les questions de promotion de carrière et les stratégies. Les éducateurs, les conseillers et les autres personnes liées à l'enseignement en choix de carrière et aux services de promotion de carrière ont maintenant le gros avantage de pouvoir faire appel à une multitude de ressources canadiennes de qualité tout à fait nouvelles. Grâce surtout au leadership de Développement des ressources humaines du Canada, quatre initiatives importantes ont grandement amélioré notre capacité à répondre aux besoins des Canadiens dans le domaine de la promotion de carrière :

- La **CMRCJ** (Conception et mobilisation de ressources en counseling pour les jeunes) est une initiative en matière de recherche et de développement gérée par la FCOC et un grand nombre de partenaires et de commanditaires. Cette initiative a produit un grand nombre de programmes de qualité, innovateurs et éprouvés visant à appuyer la promotion de la carrière des jeunes et la formation des spécialistes. CMRCJ comprend une gamme complète de programmes, de programmes d'études, de formation et d'outils de formation.

- L'initiative **«L'école avant tout»** a joué un rôle important pour sensibiliser le public, en mobilisant un grand nombre d'intervenants pour qu'ils encouragent les jeunes à rester à l'école. Lors des dernières phases, cette initiative a également produit un certain nombre de programmes importants qui viennent compléter les ressources de CMRCJ, lesquels peuvent servir dans différentes situations pour encourager l'apprentissage continu de jeunes et à appuyer leur perfectionnement professionnel.

- **«Partenaires en info-carrières Canada»** est une autre initiative importante où, pour la première fois, un certain nombre de partenaires ont travaillé à produire en commun de l'information sur les carrières, la revue *Prospects*. Cela a mené à un autre projet de collaboration, soit la mise au point et la distribution générale, à titre d'essai, d'un document de référence intitulé «The Real Game» pour l'enseignement en choix de carrière aux élèves de la 7^e année.

- Enfin, la **CCMMO** a fait un certain nombre de contributions importantes, notamment le Sondage du counseling de carrière et d'emploi au Canada conjointement avec la FCOC. Nous avons maintenant une base de données tout à fait unique qui nous tient à jour sur ce qui se passe dans le domaine. Les recommandations provenant du sondage ont stimulé le dialogue et l'action parmi un grand nombre de partenaires du marché du travail et ont entraîné, entre autres, l'organisation du présent «Forum for Action on Leadership in Career Development» et bien d'autres.

Lynne présente ensuite une synthèse des cinq questions traitées dans le document de réflexion (voir annexe B). Un formulaire d'évaluation est alors distribué (voir annexe C) pour que les participants puissent déterminer, au cours de la présentation, les questions ayant la plus haute importance pour leur organisme et choisir le groupe de travail qu'ils aimeraient joindre plus tard dans la journée.

4. Initiatives en cours ou prévues au Nouveau-Brunswick relativement à chaque question

On demande ensuite au groupe de nommer toute initiative amorcée ou envisagée dans la province qui tient compte de chacune des questions. Le groupe présente des idées d'initiatives qui cadrent avec une réponse ou une stratégie positive relativement à chaque question. On les inscrit sur un tableau à feuilles volantes, lesquelles sont affichées pour chaque question (voir annexe D).

Dîner (de 12 h 15 à 13 h 15)

5. Sélection des questions pour la discussion en groupes de travail

On demande ensuite aux participants de consulter le formulaire où ils ont indiqué leurs priorités et de déterminer la question dont ils veulent discuter en groupes de travail. On forme ensuite les groupes de travail suivants :

- Le groupe de travail 1 discute de la **première question : le leadership et les normes**. L'animatrice est Lynne Bezanson.
- Les groupes de travail 2A et 2B s'attaquent à la **deuxième question : la cohérence dans le système de prestation de services**. L'animatrice du groupe 2A est Valerie Ward et l'animateur du groupe 2B est Robert Goguen.
- Le groupe de travail 3 se penche sur la **troisième question : l'évaluation**. Les animateurs sont Bonnie Shiell et Pat Flanagan.

6. Groupes de travail

Chaque groupe de travail discute pendant environ 75 minutes, aidé des feuilles du tableau de papier sur lesquelles sont inscrits les sujets qui les concernent. On aborde les questions suivantes :

1. *Remue-méninges sur la question suivante :*
   S'il n'y avait aucune contrainte (financière ou autre) et si nous pouvions vraiment nous attaquer à cette question dans la province, quels éléments choisirions-nous? (Dressez une liste d'idées sans les juger).
2. *Demandez au groupe d'examiner les éléments mentionnés et de décrire la solution idéale pour régler le problème dans la province.*
3. *À la lumière des renseignements communiqués sur les initiatives amorcées ou envisagées dans la province, lesquelles semblent répondre correctement à la situation décrite au point 2?*
4. *Quelles sont les lacunes? Cernez-les et faites-en la liste.*
5. *Que pourrait-on faire pour se rapprocher de la solution idéale? Faites un remue-méninges sur les mesures qui permettraient d'y parvenir.*
6. *Arrivez à un consensus sur au moins trois gestes qu'il serait possible de poser immédiatement pour se rapprocher de la situation idéale.*
7. *En plus des mesures énumérées au point 6, dressez la liste des mesures de soutien et des sources d'appui dont nous avons besoin pour atteindre notre objectif.*

Chaque groupe doit maintenant noter ses discussions sur un tableau de papier et choisir un représentant qui présentera un sommaire des discussions du groupe à la séance plénière. Un sommaire des notes de chaque groupe de discussion est présenté à l'annexe E.

7. Présentations des groupes de travail à la séance plénière

Un représentant de chaque groupe fait ressortir les grands points des discussions (voir annexe E pour les détails) et les actions recommandées par le groupe, comme suit :

a) Groupe de travail 1 - le leadership et les normes (question 1). Représentant : Keith Heimuth

Actions recommandées :

1) Assurer un suivi concret de ce forum afin de déterminer un plan d'action et de le renforcer; il est fortement suggéré que la CMMONB organise ce suivi.

2) Faire connaître les résultats du forum et leur consolidation aux principaux responsables de l'élaboration de politiques et demander une réaction de la FCOC et de la CMMONB; élaborer une stratégie de communication; planifier un suivi avec les responsables de l'élaboration de politiques, si possible. Il est important que les gestionnaires supérieurs tiennent compte des résultats dans leurs programmes.

3) Appuyer la création d'un «groupe de défense» pour mieux faire connaître et représenter la promotion de carrière dans la province. Le réseau pédagogique Work Learning Network pourrait être un début, mais il faudrait l'élargir pour comprendre les intervenants communautaires (pour réussir, on recommande de trouver des fonds pour embaucher un employé à temps partiel qui s'occuperait d'organiser le groupe) • pourrait être relié au deuxième point ci-dessus.

b) Groupe de travail 2A - la cohérence dans le système de prestation de services (deuxième question). Représentant : Humphrey Sheehan.

Actions recommandées :

1) Continuer à informer les gens sur le réseau national du marché du travail ainsi que la base de données (toute l'information sur les carrières, le marché du travail et la formation sera versée dans le système).

2) Analyser le double emploi et les lacunes afin de recommander des stratégies pour mieux uniformiser les services.

3) La CMMONB doit examiner la possibilité de créer une étude sur les modèles de prestation de services en collaboration avec tous les intervenants. La commission pourrait en donner le mandat au Comité des organismes provinciaux d'éducation (COPE).

4) Mettre à l'essai les modèles.

c) Groupe de travail 2B - la cohérence dans le système de prestation de services (deuxième question). Représentante : Claire LePage.

Actions recommandées :

1) Il nous faut un organisme qui démontre du leadership pour réunir tous les partenaires (on l'appelle communément «la déesse de la carrière»).

2) Il est extrêmement important d'avoir accès à l'information, aux fournisseurs du marché du travail, aux spécialistes et aux commanditaires.

3) L'élément le plus important de tout changement dans les services, c'est de s'assurer que ceux-ci demeurent AXÉS SUR LE CLIENT.

Sources d'appui nécessaires :

1) Pour l'organisme de soutien/«déesse de la carrière»

Appui :
- fonds
- structure de base : CCMMO/CMMONB
- groupe de pression pour la redistribution des ressources actuelles
- fait sur mesure pour le N.-B. (rural / urbain, bilingue)
- examiner les modèles : Centres Accès, NB au travail
- poursuivre le dialogue régional amorcé au cours du forum

2) Pour l'accès à l'information :
- marché du travail
- fournisseurs
- spécialistes
- services / programmes
- commanditaires

Appui :
- fonds
- information sur le marché du travail et sur la carrière - centre d'information
- identifier les fournisseurs et les spécialistes - qui a l'expertise et dans quels domaines
- répertoires d'information sur les programmes et les services (accessibilité)
- commanditaires - fédéral, provincial, secteur privé, niveau régional

d) **Groupe de travail 3 - résultats, évaluation et responsabilités (troisième question). Représentante : Joan Green**

Actions recommandées :

- recevoir des commentaires des fournisseurs de services en première ligne et des clients concernant l'évaluation

- établir une vision commune du counseling de carrière, de la promotion de carrière et de l'enseignement en choix de carrière :
  - ce qu'ils signifient
  - ce qu'ils peuvent réaliser ou ne peuvent pas réaliser

  Doivent servir de base aux modèles d'évaluation

- Le modèle de DRHC lié aux mesures et aux responsabilités est un pas dans la bonne direction; il faut également voir comment on peut étendre son champs d'application et son applicabilité.

- La province et le DRHC - on recommande qu'ils utilisent les mêmes méthodes d'évaluation, les mêmes outils et les mêmes mesures, et qu'ils les élaborent ensemble.

8. Intégration des questions et du plan d'action

Au cours de l'activité finale de la journée, Valerie demande au groupe de réfléchir sur les discussions et les recommandations des groupes de travail pour voir quelles stratégies globales ont été suggérées. Le groupe propose le plan d'action sommaire suivant :

Plan d'action sommaire :

Étapes principales :

1) CMMONB - est considérée comme étant dans une position unique pour se montrer proactive dans le développement continu d'une culture de l'enseignement public et de la promotion de carrière en rapprochant les groupes nécessaires pour poursuivre le travail.

2) Identifier la «déesse de la carrière», c.-à-d. le genre de groupe et de leader qui jouera le rôle de catalyseur. Il faut avoir un groupe cadre pour appuyer la promotion de carrière. Les éléments suivants sont nécessaires :
   - visionnaire (usage d'un langage commun - voir le point 3 ci-dessous)
   - habilitant

3) Langage commun - un langage commun et uniforme (terminologie) utilisé par tous lorsqu'il est question de «la promotion de carrière», de «l'enseignement en choix de carrière», du «counseling d'emploi et de

carrière», etc. C'est un élément important dans l'établissement de normes professionnelles.

4) Améliorer la collaboration :
- CCMMO-CMMONB
- FCOC
- Poursuivre le processus amorcé aujourd'hui au Nouveau-Brunswick - **c'est la première étape** :
  a) Faire une synthèse aujourd'hui : consolider et envoyer aux responsables de l'élaboration des politiques
  b) Obtenir l'engagement de la CMMONB à continuer ce qui a été amorcé aujourd'hui.

5) Maximiser ce que l'on possède déjà. Il est préférable de mieux utiliser nos ressources et de mieux les faire connaître que de faire n'importe quoi «maintenant». Tout cela pourrait être fait par l'entremise :
- d'un répertoire des services, -
- d'un inventaire et de projets d'innovation en commun
- de l'établissement de stratégies

C'est plus une question de temps que d'argent, mobiliser ce qui existe déjà.

6) Le COPE et la CMMONB discutent du sommaire d'aujourd'hui et suggèrent un plan d'action, accompagné des incidences financières.

9. Clôture

Ayant reçu un jeu de documentation complet au courant de la journée (voir annexe C), les participants sont invités à organiser des rencontres dans leur région pour discuter des mêmes thèmes abordés aujourd'hui, tout en utilisant les ressources provenant de la séance d'aujourd'hui susceptibles de les aider.

Des formulaires d'évaluation sont (voir annexe C) distribués aux participants pour qu'ils les remplissent. Pour vous procurer un sommaire des évaluations, veuillez communiquer avec Patrick Flanagan à la CMMONB.

On remercie les membres du groupe pour leur participation active et les excellentes idées d'actions qui ont émergé de la séance. La FCOC dressera un sommaire des notes prises sur le tableau de papier et rédigera un procès-verbal qui sera distribué aux participants. On planifiera les mesures de suivi en collaboration avec la CMMONB. Au nom de cette dernière, Henry Cowan exprime sa gratitude envers le groupe pour la qualité de sa contribution au courant de la journée et confirme l'engagement de la commission à assurer le suivi de la séance.

Procès-verbal rédigé par :
Valerie Ward, conseillère en chef
Fondation canadienne d'orientation et de consultation

Forum for Action on Leadership in Career Development

Commission de mise en valeur de la main-d'oeuvre du Nouveau-Brunswick
Commission canadienne de mise en valeur de la main-d'oeuvre
Fondation canadienne d'orientation et de consultation

le 27 mars 1995
Wu Centre, à Université du Nouveau-Brunswick
Fredericton (Nouveau-Brunswick)

ANNEXES DU PROCÈS-VERBAL

Annexe A - Ordre du jour

Annexe B - Transparents

Annexe C - Documentation

Annexe D - Initiatives amorcées ou prévues au Nouveau-Brunswick relativement à chaque question

Annexe E - Notes prises dans les groupes de travail

Annexe F - Participants

Annexe G - Liste d'envoi (tous les participants et invités)

ANNEXE A

FORUM SUR UNE PRISE DE LEADERSHIP DANS LA PROMOTION DE LA CARRIÈRE

Commission de mise en valeur de la main-d'œuvre du Nouveau-Brunswick
Commission canadienne de mise en valeur de la main-d'œuvre
Fondation canadienne d'orientation et de consultation

Centre de conférence WU, Université du Nouveau-Brunswick
Duffle Drive, Fredericton (Nouveau-Brunswick)

Le lundi 27 mars 1995 - 9 h à 17 h

Un buffet léger sera servi entre 8 h 30 et 9 h

Ordre du jour

- Introduction et présentations
    - CMMONB et CCMMO
    - FCOC
    - Participants

- Contexte et résumé des 5 thèmes - FCOC

Pause

- Situer le problème - La situation au Nouveau-Brunswick
    - Mesures prises ou prévues au Nouveau-Brunswick par rapport à chaque thème
    - Autres thèmes?
    - Choix des thèmes pour les groupes de discussion

Déjeuner (12 h 15 à 13 h 15)

- Étude des thèmes en groupes de discussion
    - Leadership et normes — La marque d'un service de qualité
    - Cohérence du système de prestation — Répondre aux besoins du client
    - Résultats, évaluation et responsabilité
    - Formation des professionnels — Constituer un ensemble cohérent
    - Soutien professionnel et technique des services de promotion de la carrière
    - Autres thèmes (le cas échéant)

- Rapports des groupes à la plénière; discussion

Pause

- Intégration des thèmes

- Identification des thèmes et des stratégies globales

- Mesures à prendre et plans d'action

- Conclusion

Annexe B

Transparents

Acétate A-8

Leadership

Comprendre	– Quoi? Pourquoi? Comment? Dans quel but?
Valoriser	– Le service, les professionnels, les résultats
Visualiser	– Se renforcer, s'améliorer – S'adapter aux besoins nouveaux : Nouveaux concepts
Défendre	– Le soutien, les ressources
Politiques	– Les méthodes de travail et lignes de conduite
Normes	– Pour la prestation des services de promotion de la carrière – Pour la formation des professionnels du domaine

Chefs de file/leadership en promotion de la carrière nécessaire dans:

- le milieu de l'enseignement
- les ministères fédéral et provinciaux chargés de l'emploi
- l'enseignement postsecondaire
- les services sociaux
- la réadaptation
- les employeurs
- la formation collégiale et universitaire des conseillers et des enseignants
- les associations professionnelles

Acétate A-10

Les clients et le système de prestation des services

- Fragmentation des services
- Manque de coordination
- Exclusion
- Difficulté d'évaluation
- Difficulté d'accès
- Esprit de clocher
  - information
  - programmes
- Réseau de communication restreint

Acétate A-11

Menu du système de prestation

- Services fondamentaux – information et évaluation
- Services de perfectionnement – acquisition des compétences
- Services spécialisés – règlement de problèmes
- Services auto-dirigés – soutien à l'autonomie
- Sensibilisation – éducation publique et changement des attitudes

Systèmes de prestation

- Milieu de l'enseignement
- Ministères fédéral et provinciaux chargés de l'emploi
- Enseignement postsecondaire
- Services sociaux
- Réadaptation
- Employeurs

Acétate A-13

Résultats

Indicateurs éducationnels	Connaissance de soi Connaissance des possibilités Prise de décision Autonomie Techniques de transition
Indicateurs socio-économiques	Taux de participation Rendement des élèves et des stagiaires Entrée dans des secteurs en croissance Durée de la recherche d'emploi Qualité de l'emploi

Résultats (suite)

- Attentes
- Priorités

- Clients
- Conseillers et enseignants
- Superviseurs, gestionnaires et directeurs d'école
- Administrateurs
- Bailleurs de fonds
- Tiers (ex. : parents)

Résultats négociés

Normes de service

Infrastructure efficace

Acétate A-15

Normes et formation
deux inséparables

- Cadre de compétence

↑ ↓

- Formation

laissez-faire?
recommandé?
obligatoire?

- Système de formation

Rôle des universités?
Rôle des collèges communautaires?
Rôle des ministères fédéral et provinciaux?
Rôle des associations professionnelles?
Autres possibilités?

Systèmes, Structures, Écoles
Avec ou sans murs — Intégration — Niveaux multiples
Visibilité — Accessibilité — Prévisibilité

Acétate A-16

- Soutien professionnel
  - Leadership et supervision
  - Conseils
  - Formation
  - Recherche et développement
- Soutien technique
  - Documentation
  - Renseignements sur le marché du travail
  - Outils d'évaluation
- Centre(s) de coordination
- Nouveaux partenariats

Annexe C

Documentations

Forum sur une prise de leadership dans la promotion de la carrière

Classement des thèmes par ordre d'importance

Thèmes		Importance ou urgence du thème dans mon organisme ou ministère			Remarques
		faible	moyenne	élevée	
Thème 1 -	Leadership et normes — La marque d'un service de qualité	1	2	3	
Thème 2 -	Cohérence du système de prestation — Répondre aux besoins du client	1	2	3	
Thème 3 -	Résultats, évaluation et responsabilité	1	2	3	
Thème 4 -	Formation des professionnels — Constituer un ensemble cohérent	1	2	3	
Thème 5 -	Soutien professionnel et technique des services de promotion de la carrière	1	2	3	

Groupe de travail 1 — Sujets de discussion

1. Remue-méninges sur la question suivante :

   S'il n'y avait aucune contrainte (financière ou autre) et si nous pouvions vraiment nous attaquer à cette question dans la province, quels éléments choisirions-nous? (Dressez une liste d'idées sans les juger.)

2. Demandez au groupe d'examiner les éléments mentionnés et de décrire la solution idéale pour régler le problème dans la province.

3. À la lumière des renseignements communiqués sur les initiatives amorcées ou envisagées dans la province, lesquelles semblent répondre correctement à la situation décrite au point 2?

4. Quelles sont les lacunes? Cernez-les et faites-en la liste.

5. Que pourrait-on faire pour se rapprocher de la solution idéale? Faites un remue-méninges sur les mesures qui permettraient d'y parvenir.

6. Arrivez à un consensus sur au moins trois gestes qu'il serait possible de poser immédiatement pour se rapprocher de la situation idéale.

7. En plus des mesures énumérées au point 6, dressez la liste des mesures de soutien et des sources d'appui dont nous avons besoin pour atteindre notre objectif.

THÈME 1 : LEADERSHIP ET NORMES — LA MARQUE D'UN SERVICE DE QUALITÉ

Quelques stratégies

- Instituer une fédération de toutes les associations d'orientation et de consultation

- Travailler avec la FCOC et les associations professionnelles en vue d'élaborer des normes nationales relatives au counseling de carrière et au counseling d'emploi.

- Inviter les associations provinciales à formuler des normes provinciales (et éventuellement mettre sur pied un mécanisme de coopération entre associations pour les appliquer).

- Demander aux organisations qui emploient des conseillers d'élaborer :
  - des orientations pour le service;
  - des normes pour les professionnels relevant de leur compétence;
  - des politiques et méthodes basées sur ces normes;
  - des critères de formation correspondant à ces normes;
  - des mécanismes d'évaluation du service basés sur ces normes.

- Veiller à ce que les normes tiennent compte :
  - de la déontologie;
  - des valeurs qui guident la prestation des services;
  - des compétences requises du professionnel.

- Placer les services de counseling d'emploi et de carrière au centre des stratégies de formation, d'adaptation et de transition des travailleurs.

- Prévoir une stratégie garantissant la qualité et la responsabilité dans la prestation des services, de sorte que les conseillers de toutes les provinces aient accès à :
  - un mandat clair;
  - des politiques pour guider leur pratique;
  - des dirigeants qui font la promotion des services, des valeurs et des résultats;
  - des documents, des ressources et des stratégies adaptés au counseling de carrière et au counseling d'emploi;
  - une formation et du perfectionnement dans les connaissances et les compétences de base;
  - une supervision et de l'encadrement;
  - des possibilités de formation permanente.

THÈME 2 : COHÉRENCE DU SYSTÈME DE PRESTATION — RÉPONDRE AUX BESOINS DU CLIENT

Quelques stratégies

- Créer un système d'information à guichet unique permettant aux particuliers d'obtenir tous les renseignements les concernant en matière d'emploi (p. ex. formation, évaluation des connaissances acquises, services d'emploi, etc.) — suppose une coordination.
- Élaborer un éventail de modèles pour la diffusion de renseignements pour répondre aux divers besoins des clients.
- Produire des répertoires locaux des ressources disponibles en matière de counseling de carrière et de counseling d'emploi, y compris des précisions sur les services offerts et les domaines de spécialisation, afin de rehausser l'image du service.
- Créer des systèmes de prestation accessibles à tous ceux qui ont besoin d'aide (certains sont encore laissés à eux-mêmes).
- Élaborer des stratégies globales de coordination des services entre les écoles, les collectivités et les organismes gouvernementaux — ces stratégies engloberaient plusieurs volets : intégrer la promotion de la carrière aux mœurs de notre société, sensibiliser le public et planifier un système de prestation en fonction des besoins de chaque collectivité, incluant les trois éléments du service.
    - L'élément 1 serait offert dans toutes les collectivités (dans les petites, à la bibliothèque municipale, grâce à des ordinateurs et des lignes sans frais de renseignements sur les débouchés de carrière).
    - Les moyennes et grandes collectivités ont besoin des trois éléments de service.
- Élaborer et mettre en œuvre un programme d'études en promotion de la carrière étalé de la maternelle à la fin du secondaire, avec progression graduelle.

THÈME 3 : RÉSULTATS, ÉVALUATION ET RESPONSABILITÉ

Quelques stratégies

- Éclaircir les résultats que l'on peut attendre du counseling de carrière et du counseling d'emploi, en collaboration avec les intervenants :
  - les clients;
  - les personnes qui recommandent ces services aux clients;
  - les conseillers;
  - les superviseurs des services de counseling;
  - les administrateurs des politiques et programmes des ministères fédéraux et provinciaux pertinents.
- Élaborer des modèles d'évaluation pertinents pour les services de counseling de carrière et de counseling d'emploi.
- S'assurer que les politiques valorisent beaucoup l'évaluation des résultats.
- Réunir les outils requis afin d'étayer ces modèles, par exemple :
  - des listes de contrôle des méthodes d'orientation;
  - des listes de contrôle des compétences acquises par le client;
  - des formulaires d'évaluation pour clients;
  - des formulaires d'évaluation pour superviseurs;
  - des instruments d'évaluation officielle.
- Structurer les services de supervision et de soutien selon des modalités qui maximisent la capacité du professionnel à dispenser des services de qualité.
- Utiliser l'évaluation pour aider les conseiller à améliorer la qualité du service.
- Aider les clients à entretenir des attentes réalistes face aux résultats du service.
- Travailler avec les organismes afin que les renvois correspondent aux besoins.
- Négocier les résultats attendus par les conseillers et les gestionnaires.

THÈME 4 : FORMATION DES PROFESSIONNELS — CONSTITUER UN ENSEMBLE COHÉRENT

Quelques stratégies

- Bâtir une infrastructure cohérente de prestation de services d'enseignement et de formation en counseling de carrière, avec des solutions polyvalentes n'appartenant pas forcément au cadre « institutionnel ». Il faut rationaliser les structures, les systèmes et les écoles de formation, établir leur enchaînement logique, les organiser, les promouvoir et les rendre accessibles.
- Mettre au point des méthodes pour faciliter l'accès aux services — des universités avec et sans murs.
- Les universités doivent offrir plus de programmes en orientation de carrière, au premier et au deuxième cycles, avec possibilité de diplôme spécialisé.
- Parrainer des activités de recherche et développement en milieu universitaire (comme le projet CMRCJ) pour faire avancer la discipline dans des domaines clés.
- Partager une formation de qualité entre provinces.
- Demander aux gouvernements et aux autres acteurs de collaborer pour :
  - formuler des normes professionnelles et de formation nationales;
  - planifier un programme de formation conforme à ces normes;
  - organiser des modes d'accès à la formation (rationaliser la structure de prestation).
- Veiller à ce que la mise en place des normes :
  - passe par plusieurs options, pas seulement les études de deuxième cycle;
  - autorise la reconnaissance des acquis;
  - soit reconnue par les employeurs;
  - soit assortie d'une formation abordable et largement disponible.

THÈME 5 : SOUTIEN PROFESSIONNEL ET TECHNIQUE DES SERVICES DE PROMOTION DE LA CARRIÈRE

Quelques stratégies

- Charger un **centre de coordination** de prendre en charge le soutien aux professionnels en offrant :
  - un leadership professionnel et technique;
  - des ressources;
  - une formation interne;
  - des conseils.

- Structurer des mécanismes de **supervision de perfectionnement** pour améliorer le travail des conseillers auprès des clients.

- Recevoir un **soutien plus actif** des personnes en position d'influence — superviseurs, chefs de service, experts-conseils, coordinateurs, administrateurs et gestionnaires de programme.

- Produire du **matériel de soutien et des outils destinés aux gestionnaires et superviseurs,** p. ex. des outils permettant aux organismes d'évaluer la qualité **des services** en éclaircissant :
  - **les attentes** en matière de counseling;
  - **l'étendue** des services;
  - la façon de **renseigner les clients** au sujet des services;
  - **la satisfaction des attentes** des clients;
  - les méthodes **d'évaluation et de supervision**.

- Élaborer des outils et mettre sur pied de la formation favorisant le leadership en matière de counseling de carrière :
  - les **enseignants en counseling**, les **formateurs** en promotion de la carrière et les **associations professionnelles** pourraient jouer un rôle plus actif pour offrir des techniques et une formation favorisant le leadership en matière de counseling de carrière;
  - les **administrateurs des programmes** pourraient financer l'élaboration de ces instruments de soutien au leadership lorsqu'ils n'existent pas.

- Instituer un **centre national de perfectionnement professionnel dans le domaine de la promotion de l'emploi et de la carrière, ou constituer un réseau de centres de coordination** autonomes qui assumerait un leadership professionnel et technique pour soutenir un système de prestation national ou provincial, pour:
  - **guider les décideurs;**
  - organiser un **programme national de formation** autonome en counseling de carrière et en counseling d'emploi;
  - élaborer des **méthodes de counseling;**

- concevoir des méthodes d'évaluation efficaces et crédibles;
- entretenir des rapports étroits avec les ministères provinciaux de l'Éducation et des Services sociaux.

- Ministères fédéraux ou provinciaux :
  - partager les ressources de soutien professionnel et technique existantes;
  - collaborer à des initiatives comme la formation qui bénéficient à tous les conseillers.

Forum sur une prise de leadership dans la promotion de la carrière

Groupe de travail 1 — Sommaire des thèmes et stratégies possibles

THÈME :					
Priorités provinciales	Éléments de la solution idéale pour la province	Initiatives provinciales pertinentes	Lacunes	Actions possibles	Appui requis

Forum sur une prise de leadership dans la promotion de la carrière

Groupe de travail 2 — Sujets de discussion

1. À la lumière des renseignements fournis et des discussions menées jusqu'ici, quels seraient les éléments d'un plan d'action destiné à répondre de façon intégrée à l'ensemble des questions abordées?

2. Si le temps le permet, indiquez dans quel ordre et dans quel délai les activités devraient se dérouler.

Forum sur une prise de leadership dans la promotion de la carrière

Groupe de travail 2 — Synergie des thèmes

Consensus sur les thèmes	Consensus sur les stratégies et les étapes	Partenaires pour l'action	Appui requis	Premiers pas

Nouveau-Brunswick
Forum for Action on Leadership in Career Development
Le 27 mars 1995

ÉVALUATION

1. Évaluez à quel point le forum a atteint les objectifs suivants :

	Pas du tout				Pleinement	
a) échanger des renseignements sur les initiatives, prévues ou en cours, qui correspondent à chaque question	1	2	3	4	5	6
b) communiquer et trouver des mesures de rechange pour chaque question	1	2	3	4	5	6
c) s'entendre sur la mise sur pied d'une stratégie d'action élargie pour renforcer les services de développement de carrière au N.-B.	1	2	3	4	5	6

2. Quelles activités de suivi avez-vous l'intention d'entreprendre à la suite de la discussion d'aujourd'hui?

3. D'après vous, quel suivi devrait-on assurer à la discussion d'aujourd'hui et quel groupe ou organisme en serait responsable?

4. Les animateurs aimeraient recevoir des suggestions pour améliorer la qualité de ce genre de forum. (Veuillez les noter ci-dessous.)

RELEVANT PROVINCIAL INITIATIVES

ISSUE 1: Leadership and Standards

- Comprehensive Guidance Program - N.B. Education:
  - Curriculum
  - Individual planning
  - Responsive services
  - Program support

- Partners in Change" - a federal/provincial partnership (Income Assistance, New Brunswick Works - upgrading skills and counselling —> change to case management system, associated training for staff)

- Youth apprenticeship program

- Summer institutes

- HRDC study with universities regarding practitioner training - scope covers full spectrum of practitioners involved in career and employment counselling. Study includes:
  - needs assessment
  - identification of skills required
  - looking at courses currently available, and
  - new avenues for delivery/certification

- National Life/Work Development Centre (Memramcook Institute) initiatives:
  - partnering with universities, colleges, HRD, provincial government projects, also national/international projects that benefit N.B.
  - national database of employment and learning opportunities in Canada

- N.B. Career Information Partnership (C.I.P.)

- HRDC:
  - Learning Centres
  - Peer counselling for public service staff

- CARS (Canadian Automotive and Repair Service) Council—New Brunswick being set up

- N.B. Federation of Labour
  - Worker Investment Fund
  - training for 60 people as financial advisors

- Computer information delivery systems - SchoolNet Career Centre - SchoolNet going into every school

Issue 2: Coherence in the Delivery System

- New comprehensive guidance program - student competency framework influences coherence across board. Includes:
  - Curriculum
  - Individual planning "portfolio"
  - Responsive services
  - Program support

- "Partners in Change"

- In Western Valley region, "Valley Vocational Partnership" - 3 community-based agencies collaborating:
  - Transitional Employment Training
  - Carleton Victoria Community Vocational Board
  - Community industries

- potential NBLFDB role, given diversity of sectors giving input on issues

- Computer information delivery system

- Youth Access Centres - "one-stop shop"

- N.B. Works program - multiple partners - specific target group (uses an adult portfolio)

- Economic development groups approach to collaboration offers a good model - through a "one-stop shop", prospective small business entrepreneurs go to one place and get all the help they need - like an adult Access Centre

- Transition to Employment program at University of N.B. - for university students; has interdisciplinary involvement

- In francophone school system, career/guidance counsellors are being asked to link much more strongly to community (in a consulting role), reaching out; also employers in schools.

- Credit course on career/life development being offered as part of academic upgrading - gives credit toward adult high school diploma

- N.B. Job Corps - like N.B. Works, but for people over age 55, using their expertise in training others or to get displaced workers back into labour market (Advanced Education and Labour)

ISSUE 3 : Outcomes, Evaluation and Accountability

- Measurement and accountability model for counselling - HRDC (national)

- Partners in Change - e.g., they are developing performance indicators for career counselling

- Comprehensive Guidance Program - evaluation component is under development:
  - Program evaluation
  - Counsellor evaluation

- N.B. Works, a national pilot project, will be evaluated

- Job Corps for older workers evaluation

- Youth Strategy - full program assessment

- Advanced Education and Labour - follow-up on community college grads - student assessment of counselling services received

- NBLFDB "evaluation"/review of federal/provincial programs

- Policy Branch, Advanced Education and Labour study is looking at demand in occupations

- "Transition to Employment" (U.N.B.) has evaluation component - looking longitudinally at outcomes

- "Service accounting system" worksheets - measuring employment improvement over course of services - Transitional Employment Program

- Mary Louise Luck did thesis evaluating career counselling workshops - U.N.B. counselling services

- Vocational Rehabilitation for Disabled Persons (VRDP) review of pilots

- Memramcook evaluating "The Real Game" pilots

- CEC redesign of delivery systems (6 CECs nationally) being evaluated

- Workers Compensation Board (WCB) - review and evaluation of all programs and delivery system

- Survey of Career and Emplyment Counselling in Canada done by CLFDB/CGCF - national study, includes provincial data

- CGCF evaluation workbook (forthcoming)

- Relevant UNB masters theses:

    - Elspeth Leroux study - model for assessing what supervisors/counsellors/users see as services provided, priorities, degree to which needs are met (her model was used for Martha Waters study referenced below).

    - Martha Waters' needs assessment of career counselling services for offenders pre-release - looked at needs/priorities of counsellors, supervisors, service users

ISSUE 4: Training for Practitioners

- HRDC study with universities (see Issue 1 above)

- National Life/Work Development Centre (Memramcook):

    - "super trainer" initiative (training for trainers on Stay-in-School programs)
    - Career Development Training for Memramcook staff, university professors, private companies, HRDC
    - training in CAMCRY programs.

- Training module on working with clients with disability developed by Paraplegic Association

- "Partners in Change" - case management system and associated training

- Summer institutes

- N.B. Federation of Labour Worker Investment Fund

- N.B. Centre for Excellence in Administration (N.B.C.E.A.) - does training in leadership —> could expand to include career development

- Ministry of Municipalities, Culture and Housing staff training needs assessment and training (could be related to career development) - theme of diversity in work place

- U.N.B. - courses in career education and counselling as part of M.Ed.

- Université de Moncton - forthcoming review - guidance program and others could be assessed vis-a-vis career development content.

- N.B. Works - Case Managers training is being delivered using HRDC Training for Outreach workers package

- Valley Vocational Partnership has a staff training component

- ISM/Nelson Canada training in computer-assisted guidance programs (Choices and Discover)

- Training for Employee Assistance Program (E.A.P.) counsellors - Federation of Labour and affiliates (also formerly a provincial program)

ISSUE 5: Professional and Technical Support

- N.B. Career Information Partnership - Prospects tabloid

- N.B. Futures

- All HRDC materials sent to schools

- New initiative based on Alberta's LMI for career practitioners (Wendy Fox) and HRDC jointly doing a document for New Brunswick - LMI for Practitioners Resource Guide

- Forthcoming pilot in N.B. of HRDC LMI system and database on employment and learning; destination server will be in N.B.

- Computer accessed "international counsellor network" - a worldwide network

- National graduate register database

- Secretariat national formation et leadership

- Computer-assisted guidance is in place in schools throughout province

- Document outlining home-school teacher parent programs will be available in both languages on April 1

- U.N.B. Career Resource Centre - open to students and community users - resources include the computer-assisted guidance program, Sigi Plus and associated database

- N.B. Literacy initiative - has a full-time person whose work includes training on how to do literacy training in workplace —> includes continual upgrading of deliverers (joint initiative of employer and employees at work place)

- Education officer working for labour movement

- HRDC Learning Centres - Fredericton opened last week, plans for 2 more - supports staff in studying a variety of subjects, through technology and self-study

- Peer counselling program for displaced federal employees being offered by HRDC, N.B. Region

Appendix E

Flipchart Notes from Working Groups

1. Working Group 1 - Leadership and Standards (Issue 1)

Lynne Bezanson, facilitator

ISSUE 1: LEADERSHIP - RELEVANT PROVINCIAL INITIATIVES

- Comprehensive Guidance Program - N.B. Education:
  - Curriculum
  - Individual planning
  - Responsive services
  - Program support
- Partners in Change" - a federal/provincial partnership (Income Assistance, New Brunswick Works - upgrading skills and counselling —> change to case management system, associated training for staff)
- Youth apprenticeship program
- Summer institutes
- HRDC study with universities regarding practitioner training - scope covers full spectrum of practitioners involved in career and employment counselling. Study includes:
  - needs assessment
  - identification of skills required
  - looking at courses currently available, and
  - new avenues for delivery/certification
- National Life\Work Development Centre (Memramcook Institute) initiatives:
  - partnering with universities, colleges, HRD, provincial government projects, also national/international projects that benefit N.B.
  - national database of employment and learning opportunities in Canada
- N.B. Career Information Partnership (C.I.P.)
- HRDC:
  - Learning Centres
  - Peer counselling for public service staff
- CARS Council—New Brunswick being set up
- N.B. Federation of Labour
  - Worker Investment Fund
  - training for 60 people as financial advisors
- Computer information delivery systems - SchoolNet Career Centre - SchoolNet going into every school

Why did you join this group?

Two themes emerged:

1) Recognition that leadership skills need to be acquired/enhanced. They may not exist sufficiently now. Leadership doesn't happen automatically, is difficult, top-down doesn't work, has to be done in an empowering way, spreading leadership from top-down out; "problem with too few leaders is that it fosters dependency." The question of how to do this was one theme.

2) Specific issues are current Leadership challenges. How to approach these was a second theme. For example:
   - standards - how to define and implement
   - resistance to accept the evolving role of "career/guidance counsellor"
   - problems linked to accountability; question of **how** to lead in these areas

It was noted that Leadership must be in all sectors, not just what are generally recognized as "professional" sectors. Leadership from multiple perspectives, especially the community-based, is essential.

Responses to Questions for Working Group Discussion:

Vision of ideal scenario:

A. An ongoing Leadership Institute is needed (generic, not specific to career development):
   - to educate/inform re: leadership
   - skills acquisition (peer coaching)
   - attitudinal change

B. Public Education/Career Development Culture

Career development needs to be brought more into the mainstream. Can be done through the following:
- bring together public education and learning culture and career culture ideas
- develop a publicity strategy
- publish results of forthcoming survey of 8000+ students/parents - this presents an opportunity for leadership - could change how "guidance" is perceived
- publicize full range of options, including apprenticeship, trades (note that 70-75% do not pursue post-secondary)
- involve Co-op/vocational/technical educators in preparing youth for areas other than white collar occupations

C. An "organization" of some kind is needed to bring partners together to get shared vision and sense of direction for career development field

- One idea - form a Guidance Sector, comprised of Superintendents, Advanced Education and Training, Chamber of Commerce, parents, others to form think tanks to define issues in career development and identify **who, what, how, why**

- Another idea: round tables involving all stakeholders

- Another idea - form an Advocacy Group for career development (everyone goes to world of work, yet no group advocates for deliverers of services that support workers/prospective workers; there is no voice to influence)

    - this group would not be inward-looking on the profession itself, would look at how to enhance career development so public gets well served— standards, coherence in the delivery system, economic trends and their implications
    - some key words: Vision, Social, Imagination, Passion, Owning Community Solutions - advocacy group could support this
    - consistent theme kept arising - the idea of need for a group that:
        - advocates for services
        - represents all
        - has influence

    - circle-within-a-circle diagram, beginning to outline around outer circle advocacy group members—community-based, education, clients, students

Barriers

1) Great ships (Committees, initiatives) and ideas are "passing in the night" - not sufficient links between Committees, so people know and build on what others are doing and move in complementary directions

2) Insufficient avenues for follow-through: possible solution could be through NBLFDB/this group/CGCF continuing the start from this Forum.
    - time-limited
    - focused

3) Work of people in career development tends to be **project-oriented**, always fighting for survival, instead of bigger picture, longer-term. We have budget structure which supports small pieces and short-term.

    ** What we need to do may be difficult, but certainly not impossible
    - Issues are **more focus/coordination** and **making time** to develop good plans and strategies

ACTION PLAN

1) Establish concrete follow-up to this forum to further elaborate and firm up an action plan; it was strongly suggested that NBLFDB take leadership in organizing this.

2) Distribute Forum outcomes and consolidation to senior policy-makers, and ask for a response (CGCF and NBLFDB); think through a communications strategy, include face-to-face follow-up with policy makers, if possible. Important to get the outcomes on the policy agenda of senior managers.

3) Support for the need for an "Advocacy Group" to give a strong and collective voice to career development in the province. "Consider" Work and Learning Network (WLN) as a beginning to look at Advocacy Group - WLN would need to be expanded to include community (it was recommended that, to be successful, a small amount of funding should be sought to hire a part-time person to organize the group) - could link to Item 2 above.

2. Working Group 2A - Coherence in the Delivery System (Issue 2)

Valerie Ward, facilitator

ISSUE 2: COHERENCE IN THE DELIVERY SYSTEM
RELEVANT PROVINCIAL INITIATIVES

- New comprehensive guidance program - student competency framework influences coherence across board. Includes:
    - Curriculum
    - Individual planning "portfolio"
    - Responsive services
    - Program support
- "Partners in Change"
- In Western Valley region, "Valley Vocational Partnership" - 3 community-based agencies collaborating:
    - Transitional Employment Training
    - Carleton Victoria Community Vocational Board
    - Community industries
- potential NBLFDB role, given diversity of sectors giving input on issues
- Computer information delivery system
- Youth Access Centres - "one-stop shop"
- N.B. Works program - multiple partners - specific target group (uses an adult portfolio)
- Economic development group approach to collaboration offers a good model - through a "one-stop shop", prospective small business entrepreneurs go to one place and get all the help they need - like an adult Access Centre
- Transition to Employment program at University of N.B. - for university students; has interdisciplinary involvement
- In francophone school system, career/guidance counsellors are being asked to link much more strongly to community (in a consulting role), reaching out, also employers in schools.
- Credit course on career/life development being offered as part of academic upgrading - gives credit toward adult high school diploma
- N.B. Job Corps - like N.B. Works, but for people over age 55, using their expertise in training others or to get displaced workers back into labour market (Advanced Education and Labour)

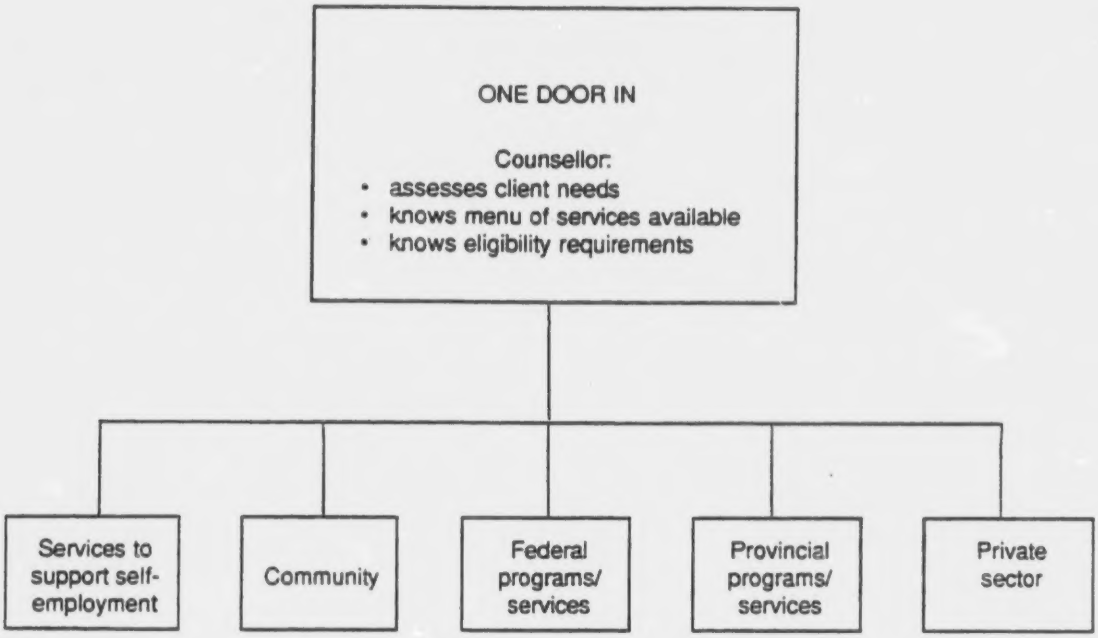
Why did you join this group?

Some of the issues individuals wanted to discuss were as follows:

- Public school "student" needs - not enough coherence/consistency:
  - classroom
  - group
  - guidance
  - individual
- Public school "teachers" needs - internalize career development concepts - how to achieve this
- Duplication between levels of government
- No one player in delivery system has total picture, therefore information-sharing is essential
- Counsellors need knowledge of "real world" of work - how to get this into the system so youth develop realistic expectations
- Bias of teachers/counsellors - "white collar, university-bound" as preferred professions - how to change this
- Case management presents a possible approach/tool to cut across services and support coherence
- Employment counselling vs. career counselling - expectations for services and outcomes need to be clearer in support of a more coherent system
- Gaps/voids still exist
- Client/person/learner/consumer-centred needs to be the core of any changes to system of delivery - note, as well, the importance of service for the new "consumer" of career development services—the displaced worker
- Federal funding intended for use in training of displaced workers often not used for this by provincial levels - creates system problems as well as worker problems
- In analyzing coherence in delivery system, essential to also analyze income support systems. Incongruence between the objectives/mechanisms of both can create major obstacles (i.e., safety net can act as a systemic barrier)

Ideas for Action

1. "One door in" to services of multiple jurisdictions/partners


ONE DOOR IN
Counsellor:
• assesses client needs
• knows menu of services available
• knows eligibility requirements
Services to support self-employment
Community
Federal programs/ services
Provincial programs/ services
Private sector

Co-located?

2. Common case plan process - all look at individual same way, gather same information, electronic data transfer
3. Information —> excellent database needed:
   - inventory of programs and services available - who offers, cost, eligibility
   - LMI
4. Eliminate unneeded duplication/overlap - redesign so best specialists are delivering
5. Rationalize, coordinate, link federal and provincial government programs

Some points regarding implementation:

- Need to analyze needs, and "test market" approaches to ensure that they make sense/work.
- Once information has been synthesized, whose role will it be to "hold" the information?
- Funding for database development would likely need to come from multiple sources. Could hire summer students to do some of the developmental work.
- Try different models in different areas.
- Need to carefully think through how and what information is shared - "big brother" risk to clients raised as a caution.

4 things that could be done now:

1) Continue to support/promote/inform people about the national labour market database/network (career/labour market/training information will all be on the system).
2) Analyze duplications/gaps in order to recommend strategies to better "rationalize" services.
3) NBLFDB to examine the feasibility of initiating a study of service delivery models in consultation with all stakeholders - mandate could be given from Board to PEOC (Education Reference Group).
4) Pilot test the models.

3. Working Group 2B - Coherence in the Delivery System (Issue 2)

Robert Goguen, facilitator

- See above for Relevant Provincial Initiatives

Responses to Questions for Working Group Discussion:

- "If we had no constraints, what we'd like to see..." - group revised the question, deciding it was important to acknowledge that there are real financial constraints

WE NEED:

- A system for coordination of service
- A directory of programs and services
- Need for a tool - adequate information on employment/learning
- Central entry point - for all target populations or mainstream, then funnel out to appropriate services
- Continuum of services/life long
- Integration of career development in curriculum
- Internships for **all** students through study periods - accessability
- Provision of counselling services at one-stop locations
- Database of existing services
- A policy to talk the same language in career development
- National standards for services, training, delivery
- Partnerships to plan and deliver career development initiatives
- Network of practitioners with a focus on developing partnerships
- Bring together private sector initiatives for information, planning, development

WE'D LIKE TO SEE:

1) A facilitating agency/"Career Goddess" - exercising leadership to bring all partners together
2) Access to information/labour market providers/practitioners/services/funders
3) Key to any change in services is ensuring that they are CONSUMER-FOCUSED

Supports needed:

1) For the facilitating agency/"Career Goddess":

Supports:
- $$
- structure - CLFDB/NBLFDB
- lobby or advocate for reallocation of present resources
- tailored to N.B., i.e., rural-urban, French-English
- look at models, e.g., Access Centres, N.B. Works
- continue regional dialogue in this Forum

2) For access to information:
- labour market
- providers
- practitioners
- services/programs
- funders

Supports:
- $$
- labour market/career information - clearinghouse
- providers/practitioners identified - who, what, how (expertise)
- information directory on programs/services - accessible
- funders - federal/provincial/private/regional

4. Working Group 3 - Outcomes, Evaluation and Accountability (Issue 3) *Bonnie Shiell and Patrick Flanagan, facilitators*

ISSUE 3: OUTCOMES, EVALUATION AND ACCOUNTABILITY
RELEVANT PROVINCIAL INITIATIVES

- Measurement and accountability model for counselling - HRDC (national)
- Partners in Change - e.g., they are developing performance indicators for career counselling
- Comprehensive Guidance Program - evaluation component is under development:
  - Program evaluation
  - Counsellor evaluation
- N.B. Works, a national pilot project, will be evaluated
- Job Corps for older workers evaluation
- Youth Strategy - full program assessment
- Advanced Education and Labour - follow-up on community college grads - student assessment of counselling services received
- NBLFDB "evaluation"/review of federal/provincial programs
- Policy Branch, Advanced Education and Labour study looking at demand in occupations —> which ones are in demand
- "Transition to Employment" (U.N.B.) has evaluation component - looking longitudinally at outcomes
- "Service accounting system" worksheets - measuring employment improvement over course of services - Transitional Employment Program
- Mary Louise Luck did thesis evaluating career counselling workshops - U.N.B. counselling services
- Vocational Rehabilitation for Disabled Persons (VRDP) review of pilots
- Memramcook evaluating "The Real Game" pilots
- CEC redesign of delivery systems (6 CECs nationally) being evaluated
- Workers Compensation Board (WCB) - review and evaluation of all programs and delivery system
- Survey of Career and Emplyment Counselling in Canada done by CLFDB/CGCF - national study, includes provincial data
- CGCF evaluation workbook (forthcoming)
- Relevant UNB masters theses:
  - Elspeth Leroux study - model for assessing what supervisors/counsellors/users see as services provided, priorities, degree to which needs are met (her model was used for Martha Waters study referenced below).
  - Martha Waters' needs assessment of career counselling services for offenders pre-release - looked at needs/priorities of counsellors, supervisors, service users

Themes discussed:

- Distinguish program evaluation and evaluation of counselling
- Re: evaluation of counselling - tools must respect variety and range of services - employment; career; holistic approach; personal/life
- Clarify outcomes and build evaluation strategies into program (ongoing evaluation)

- Involve consumers - ongoing opportunities to contribute to evaluation
- Evaluation methodologies are incomplete - "external" factors may not be taken into account, e.g., high unemployment, changing nature of work - need a holistic approach
- Need research with input from the front-line service deliverers and consumers to assess methologies/techniques used in program evaluations
- Evaluation should be attached to planning process (keep the good programs, stop the others)

Possible Action Steps:

- Get input from front line service deliverers and consumers re: evaluation design
- Build consensus vision of career counselling, development and education:
  - what it is
  - what it can do; what it can't do

  Needs to be the basis of evaluation models
- HRDC measurement and accountability model is a step in the right direction; need to look at how to broaden its application/applicability
- Province and HRDC - use same the evaluation methods, tools, measures; develop them jointly

Synthesis Action Plan (plenary):

Main Steps:

1) NBLFDB - seen to be in a unique position to be proactive in continuing development of public education/career development culture; bringing needed groups together to maintain momentum.

2) Identify "the Career Goddess", i.e., the type of group and leader who will play role as catalyst. Career Development needs a core group to give it an influential voice. Among the needed elements:
   - visionary - build consensus vision (use common language - see Item 3 below)
   - empowerer

3) Common language - consistent common language (terminology) used by all when referring to career development, career education, career/employment counselling,

etc. This is an important component in moving towards standards for the profession.

4) Increase collaboration:
   - CLFDB/NBLFDB
   - CGCF
   - * Continue process started today in New Brunswick - **this is Step 1**:
     - a) Synthesize today - consolidate, distribute to policy makers
     - b) Secure commitment of NBLFDB to carry forward what started today

5) Maximize what we have now. The perception was that doing anything "new" is not essential right now; rather, the need is to make much better use of what exists and get the resources better known. Could be done through:
   - Directory of Services
   - Inventory and share innovations
   - Strategize

   The issue is more time than money, to get what now exists mobilized.

6) PEOC Committee and NBLFDB deliberate on summary of today - suggest action plan, including funding implications.

Appendix F

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Appendix G

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Appendix G

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Fredericton, New Brunswick
March 27, 1995

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